

**FRAMEWORK FOR DISTRICT IMPROVEMENT
“AN ACADEMIC PLAN OF EXCELLENCE”**

DETROIT PUBLIC SCHOOLS



“Transferring Knowledge – Transforming Minds”

*Teresa N. Gueyser, Esq., General Superintendent
August 2009*

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Michigan Constitution
Article 8 Section 2

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PREFACE

Detroit Public Schools (DPS) is an institution that aspires to be, and that is, rich in the spirits of inquiry, community, and service. DPS is a special community of learning and excellence—a place of people and ideas; a place of public purpose and service. What binds us together – *teaching and learning* – and what commands our attention – *our students and the expectations of our communities* – define the DPS experience.

This *Academic Plan* provides an initial roadmap for our journey to excellence in instruction, research, creative activity, and public service. In it, we identify five Academic standards, goals and the associated strategies through which we support the district's mission and strategic priorities. We expect to realize these goals over the next five years. Each fall semester I will share with you an *Academic Plan Report* in which I will report to you the progress we, as an academic community, have made on implementing the goals of this *Plan*.

I appreciate the collaborative effort and the thoughtful dialogue and discussion that have gone into the development of this *Academic Plan*. Our goals are now clear and articulate well with the Strategic Plan of the school district. While the *Plan* is not intended to prescribe any one person's function or place, I do hope that it will challenge each of us to reflect on ways in which we can contribute to accomplishing the district's vision, mission and strategic priorities. I look forward to the outcomes of all our efforts.

Teresa N. Gueyser, Esq.
General Superintendent

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Higher Education: University Consortium

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Ianice Green, Wayne State University

Sonya Gunnings-Moton, Michigan State University

Anne Hansen, Michigan State University

Deborah Harmon, Eastern Michigan University

James Harris, University of Michigan (Dearborn)

Steve Ilmer, Wayne State University

Barbara Markle, Michigan State University

Henry Meares, University of Michigan(Ann Arbor)

Cheryl Price, Eastern Michigan University

Ed St. John, University of Michigan(Ann Arbor)

Laura Roop, University of Michigan(Ann Arbor)

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Principal Focus Group

Miriam Adams, Rutherford Elementary School, Grades PK-5
Brenda Belcher, Crockett High School, Grades 9-12
Dr. Gerald E. Craft, Trombly Alternative High School, Grades 9-12
Mildred Davis, MacDowell Elementary School, Grades PK-6
Matthew Dixon, Communications & Media Arts High School, Grades 9-12
Beverly Hibbler, Detroit International Academy for Young Women, Grades 7-12
Deborah Hurst, Boynton Elementary-Middle School, Grades PK-8
Helena Lazo, Roberto Clemente Academy, Grades PK-5
Granada Peterson, Nichols Elementary School, Grades PK-8
Dr. Karen White, Harms Elementary School, Grades PK-5

Teacher Focus Group

Elizabeth Coverson, Teacher, Schulze Elementary School, Grades PK-6
Tony Hawk, Teacher, Cass Technical High School, Grades 9-12
Francine Hill-Davidson, Curriculum Leader/Teacher, Crockett High School, Grades 9-12
Carole Housepian, ASD Program Supervisor, Specialized Student Services
Matthew Paukovits, Teacher, Boykin Continuing Educational Center, Grades 9-12
Walter Rabchuk, Curriculum Leader/Teacher, Paul Robeson Academy, Grades PK-8
Lois Hussain Vaughan, Supervisor, Specialized Student Services - NE Placement Office

Parent Focus Group

<i>Gordon Beard</i>	<i>Norma Heath</i>	<i>Cheryl Pou-Gibson</i>
<i>Dwight Burks</i>	<i>Tim Kirby</i>	<i>Tia Shepherd</i>
<i>Ida Byrd-Hill</i>	<i>Yolanda Magee</i>	<i>Carol Summers</i>
<i>Reginald Davis</i>	<i>Barbara Pittman</i>	<i>William S. Tate, Jr.</i>
<i>Debryl Ector</i>		

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Community Partners Focus Group

*Charles Anderson, CEO
Communities in Schools*

*Penny Bailey, Executive Director
City Year*

*Lloyd Banks, Manager
Blue Cross Blue Shield*

*Tim Bannister, President
Bannister & Co.*

*Dennis Blender, CEO
Blender Consulting*

*Bill Brooks, Pres. & CEO
United American Healthcare Corp.*

*Brooke Franklin, Project Director
Detroit Regional Chamber*

*Larry Givens, President
Blackmond-Givens Group
Executive Director, Detroit Empowerment
Zone*

*Mary Beth Halprin, Vice President,
Public Relations and Community Affairs
Comcast Cable, Inc.*

*Greg Handel, Senior Director
Workforce Development
Detroit Regional Chamber*

*John Heiss, Manager
Greater Detroit Network of Social Innovators
Inc., and Greater Detroit Network of Social
Innovators*

*Christine Kogoff, Vice President, Philanthropy
Chase Bank*

*Dan Little, Chancellor
University of Michigan - Dearborn*

*Ilene Robinson, Manager
Security Options*

*Mike Schmidt, Director, Education
Ford Motor Company*

*Jennifer Schroeger, Vice President/COO
United Parcel Services*

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INTRODUCTION

This academic plan provides a single, comprehensive school district plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The framework provides a structured means to improve teaching and learning to exceed state content and performance standards. To accomplish this purpose, the framework includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the framework are properly completed, school plan content requirements will be met for all programs for which the school has an **allocation** in the consolidated application. Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English Language Learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

The framework outlines the goals, objectives and core beliefs of the Detroit Public Schools as they relate to the formation of a comprehensive academic plan. Improvement of student academic performance through the use of teaching for learning strategies, instructional leadership, personnel professional learning, school and community relations and data/information management are key indicators in the establishment of a rigorous, relevant and real-world academic plan.

Mission Statement

The Detroit Public Schools shall provide a free, quality public education to all of its students and offer comprehensive and competitive education as a commitment to current and future generations of life-long learners who can be successful in a global society.

Vision

The Detroit Public Schools seeks to be the region's first choice for education (PK-12 PLUS) offering a challenging, rigorous, meaningful, high quality learning experience which encompasses an appreciation of the arts, global connectedness and respect for all people of the world. This vision will support the use of the internet and other technologies to collaborate on projects to enhance learning and make a difference in the world. The District also has a responsibility to engage parents and other stakeholders in the educational process in order to advance and cultivate a dynamic learning environment and to establish safe and collaborative communities for our students, parents, faculty and partners.

Core Beliefs

▪ Student Achievement

We believe that all students have the ability to achieve at high levels of academic rigor, mastery and application of knowledge. We are committed to providing an equitable academic environment that encourages and supports students regardless of their personal characteristics, backgrounds, or physical challenges. Furthermore, we believe in creating an academic culture that eliminates achievement gaps and develops all Detroit Public School students into life long learners who will be competitive in a global economy.

▪ Safe School Environments

We believe that all students have the right to be educated in a clean, safe and healthy environment.

▪ Parent and Community Involvement

We believe that parents and caregivers should be fully involved in their children's health, well-being and academic achievement. Community partnerships should be engaged to support the goals and objectives for teaching and learning.

▪ Fiscal Responsibility

We believe in the proper allocation of resources to support teaching and learning.

▪ Communication

We believe that frequent, clear, consistent, timely, and open dialogue is critical to ensuring the success of Detroit Public Schools.

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Foundation Overview: Standards, Reality Challenges and Plans

Teaching and Learning

The Standard:	Research-based alignment of curriculum, instruction and assessment for the provision of differentiated teaching and learning that is regularly reviewed, monitored for effectiveness and communicated to all instructional staff. Tomlinson and McTighe (2006) assert, “Differentiated instruction focuses on whom we teach, where we teach, and how we teach. Its primary goal is ensuring that teachers focus on processes and procedures that ensure effective learning for varied individuals.”
The Reality:	Full implementation of the alignment process is not completely realized in our written curriculum documents and at the classroom level . The methods for delivery of differentiated instruction are not uniformly used, monitored or evaluated to support the needs of all students. Unit and lesson plans are not consistently tied to the needs of the students as identified by multiple data sources. District-wide advanced study opportunities are not widely available for all students.
The Challenges:	Day to day instruction is not aligned with proven research based strategies and best practices. There is no systemic process in place for monitoring and evaluating instruction that will hold teachers accountable for student achievement. There is no District-wide system of professional development and training for staff that is mandatory.
The Plan:	<p>District will develop a PK – 12 PLUS curriculum and PD that is focused on student understanding and differentiation models that support various learning modalities.</p> <ul style="list-style-type: none">• Conduct a thorough and complete curriculum review in order to align to standards above and beyond state and NCLB mandates.• Implement curriculum pathways that consider the needs and interests of the students to prepare them for higher education opportunities or the 21st century world of work. <p>Personalized education refers to providing learning experiences tailored to each student's interests and learning styles. Students are given choices within a larger topic or curriculum theme or as promoted by an approach known as problem-based learning.</p> <p>The Office of Research, Evaluation and Assessment in conjunction with the Curriculum and Instruction Division will initiate the construction of benchmark assessments (Grade K-8 in the content areas of reading and mathematics) to address individual needs of each classroom grouping. Benchmark assessments will be electronically delivered quarterly to measure instructional progress of students. Each school site will establish Professional Learning Communities (PLC) to build collaborative instructional teams to monitor and adjust instruction based on benchmarks and other relevant data.</p>

PLC teams supported by the district will establish intervention programs for

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grades 1 through 12 to support **student** success prior to failing a class or getting behind their peers as well as providing enrichment for students who desire to extend their knowledge. The district will establish a Grade 9 intervention program which targets students who are off-track for graduation by the end of the first semester and require credit recovery.

The schools supported by the district will restore a full complement of programs: fine arts, physical education, service learning/character education, world languages, and library/media studies. The instructional design will be based on the Professional Standards for Michigan Teachers model and Standards Based Education (SBE) Universal Education Vision and Principles. DPS instructional design will **facilitate** learning and achievement for all students through teachers' ability to:

- a. Apply knowledge of human growth, development, and learning theory to design and **implement** instruction for the continuing development of students' **cognitive**, affective, physical, **emotional**, and social capacities;
- b. Assess learning and differentiate instruction to maximize student achievement and to **accommodate** differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;
- c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;
- d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;
- e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- f. Design and **implement** instruction based on Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and national standards using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;
- h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;
- i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multi-media, artistic, and digital); and
- j. Design, adopt, implement, and advocate for accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

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Legislative Reforms

- a. Lobby for mandatory full foundation allowance for *early childhood education* programs (Pre-kindergarten) to ensure that all 3 to 4 years old have equal access to a quality Pre-K program and increase enrollment in DPS.
- b. *Increase mandatory hours of instruction* - Recognizing that learning continues beyond the traditional school day and year, the extended day and extended school year enable staff to provide students with structured time, individual attention and other supports necessary for their success with the school's challenging, college preparatory curriculum. The extended time frame for learning provides additional opportunities for effective skill and talent development. Students have the time they need to get assistance with homework, test preparation, career-related activities, **internships** and community service projects.
- c. *Revise age of emancipation* –Currently House Bill 4132: Raise compulsory school **age** to 18 has passed the house 71 to 37 in March 4, 2009. Presently the law permits students at the age of 16 to leave school.
- d. Seek revision of the *Teacher Tenure Act* s in order to create greater teacher accountability for student achievement.
- e. Lobby the State to *change MEAP testing dates* from fall testing of grades 3 through 8 to the spring testing in May for grades 2 through 7 on the standards. For example, grade 2 MEAP test will assess grade 2 Grade level Content Expectations at the end of grade 2 in May oppose to grade 2 expectations assessed in the fall of grade 3.

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Instructional Leadership

- The Standard: Instructional Leadership must take the responsibility for the direct monitoring, support and evaluation of principals. The instructional leadership team at both the district and building level must establish a positive collaborative culture among all staff members that is welcoming to parents and is focused on student achievement and success for all students.
- The Reality: There are seven (7) assistant superintendents assigned to support teaching and learning in 194 schools—a range of 22 to 32 schools. Each assistant superintendent has at least one additional district level assignment. These assignments include, School Improvement planning, Summer School Planning, Opening of Schools Taskforce, High School Redesign, Early Childhood Education, Technology Taskforce, Athletics and Career/Technical Education, and High Priority Schools Initiative. Due to the size of the caseload, it is impossible for the assistant superintendents to make enough meaningful contacts to effect teaching and learning. Time that should be spent on conducting planning, evaluating instruction, and providing direct support for the principal is often spent dealing with systemic operational issues.
- The Challenges: The configuration structure currently used to assign schools to assistant superintendents in an ineffective model. It does not allow for flexibility in matching schools to develop learning communities and does not consider the current needs of schools. The teacher evaluation process is restrictive in that the timelines for completing observations are nearly impossible to meet. The following inconsistencies prevail in the district, no standardized instrument for lesson plans and assigning grades. Recent fiscal restrictions have caused the district to increase the number of students enrolled in a school from 500 to 600 in order for that school to qualify for an assistant principal. Teachers lack resources that support research based instructional strategies. Teachers are not consistently required to document Grade Level Content Expectations in lesson plans and are not formally held accountable for the delivery of instruction. There are no consistent consequences attached to the poor delivery of instruction.
- The Plan: Each assistant superintendent will have no more than thirty schools and additional district responsibilities as assigned. The expertise of the assistant superintendent will be matched to school assignments. Assistant Superintendents will implement a district adopted, valid, reliable and consistent evaluation tool to use as documentation for the performance of principals as the instructional leader of schools.
- The installation of a Deputy Superintendent for Academics is a critical appointment. This position requires a deep knowledge of the issues facing urban education and an understanding of the research-based pathways to academic success for all learners. The holder of this position will clearly communicate teaching and learning techniques, program evaluation procedures, curriculum development and implementation. The district

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requires leadership with the vision to coordinate, inform and support the strategic educational plan. The Deputy will lead an executive team that addresses key areas: curriculum, instruction, special education, leadership, school improvement, research, evaluation, assessment and professional development. Additionally, this team via professional development will establish Professional Learning Communities and a shared decision making model in each school to aid in the development of a collaborative culture that is focused on student achievement.

Schools with a student population of 500 or less students will have a curriculum leader. However, schools **with** greater than 500 students will have an assistant principal and curriculum leader. Schools will have instructional and ancillary staff sufficient to **support** the grade configuration and identified learning needs (e.g., full-time counselor, social workers, psychologists, nurse, appropriate ESL staff, speech and language teacher). Principals will be given an evaluative tool to **monitor** teacher effectiveness. The process will provide intervention, assistance and support for all **teachers** in order to produce accountability tied to the **delivery** of quality instruction.

Paragraph was moved to another section. It began with "Develop training ..."

The schools **will** combine core curriculum organized around a theme with highly personalized instruction. The district will investigate and implement additional research-based strategies for high school redesign and restructuring in order to increase attendance and graduation rates, grade point averages and college/post-secondary admissions. Personalized education refers to **providing** learning experiences **tailored** to each student's interests and learning styles. **Students** are given choices within a larger topic or curriculum **theme** or as promoted by an approach known as problem-based learning.

Constellations will be reconfigured to encompass geographic locations that **reestablish** feeder **and** articulation patterns. Schools considered for **restructuring** will receive first priority for all instructional supports as identified by **the** Deputy Superintendent for Academics and Area Assistant Superintendents. Intensive supports for each identified school community will include, **but** is not limited to principal coaches, mandatory teacher training, parental participation series and a dedicated area support team. The district will establish a School Recognition program to acknowledge schools that have **made** substantial progress and/or have been removed from sanctions as a **result** of increased student achievement.

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Personnel and Professional Learning

The Standard:	<p>Professional Development is imbedded into the school day allowing for maximum skills delivery. All professional development is foundational to the over arching goals of the School Improvement Plan which drives the entire District. A collaborative process will be the norm to train staff on content and methods using proven researched-based strategies. All staff maintains a professional development log and develops a common language to drive instruction. According to <i>Professional Learning in the Learning Profession</i> from the National Staff Development Council (Darling-Hammond et al., 2009), the standard incorporates the following Key Findings:</p> <ul style="list-style-type: none">• Key Finding - Sustained and intensive professional development for teachers is related to student achievement gains.• Key Finding - Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms. When all teachers in a school learn together, all students in the school benefit.• Key Finding - Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content is connected to other school initiatives and builds strong working relationships among teachers.• Key Finding - U.S. teachers have limited influence in crucial areas of school decision-making. In many high-achieving nations where teacher collaboration is the norm, teachers have substantial influence on school-based decisions, especially in the development of curriculum and assessment, and in the design of their own professional learning.
The Reality:	<p>Professional development is not imbedded into the school day. Teacher skill levels vary from room to room. There is no process in place to support teaching staff and/or making them accountable for skills learned. Train-the-trainer models are often ineffective and do not yield quality professional development sessions at individual school buildings. The timelines for the train-the-trainer model are often short and impossible to deliver in an effective way.</p>
The Challenges:	<p>Many teachers do not participate in district-wide professional development, whether it is offered during or after the school day. Continuous learning is not monitored, mandated, or expected from teaching staff. Schools are not focused around Professional Learning Communities, nor do they see the need to participate in such an endeavor. The district does not have a coherent plan to address professional development for staff. Substitute service to cover classrooms is not available and seldom provides seamless instruction in the absence of the teacher while attending professional development activities. Staff members want to be compensated monetarily for attendance at workshop sessions after the school day. Information about available professional growth opportunities is not effectively communicated to the district's teachers.</p>

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The Plan:

The district will mandate professional development to take place one week prior to the opening of school and during the traditional winter break week. The data will determine all professional development activities opposed to the discretion of principals and teachers. A major goal of professional development will be to establish greater collaboration between general, bilingual and special educators to improve student performance. Teachers will be given the opportunity to design their own professional development using the data to direct the learning.

The establishment of professional learning communities is a top priority. The learning communities will be given the opportunity to meet on a regular basis, formulate a common agenda and have input into the decision-making process. The professional learning communities will engage in conducting research related to challenges encountered at the school, assisting in the monitoring of the school improvement plan and offering suggestions for adjustments.

The district will establish and develop a research consortium to inform the professional development agenda, evaluate existing programs and guide future decision-making. The research consortium includes universities and colleges in the region with its major goal to improve teaching and learning for all students in the district.

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School and Community Relations

The Standard	Successful school districts are committed to fostering and supporting community interest and involvement. Family and community partnerships are a national model for enhancing family and community engagement in order to increase student achievement. The district will ensure the ideas, interests, and concerns of its stakeholders are considered and valued in decision-making processes and that input and involvement is sought and encouraged from a broad spectrum of our diverse community. The district is committed to the maintenance and monitoring of ongoing collaborative and productive communication processes with the community. Successful school districts are those that develop a culture of mutual respect among all the stakeholders in a child's education.
The Reality:	<p>Principals, teachers and parents have voiced their frustration with district decision-making and feel that they are not valued. Many decisions are made based on factors that do not focus on improved student achievement. Factors that are considered include some of the following however is not limited to teacher contracts, student enrollment, and economical conditions.</p> <p>Many parents are not actively involved in their child's educational journey. Active engagement and exchange of information related to academic progress is not the standard for parents or schools. Parents do not have enough data to make informed decisions to be an advocate for their child. Parents are not surveyed on a regular basis to determine satisfaction levels. Not all schools are functioning with an involved Local School Community Relations Organization. Those schools with active organizations have an advantage on leveraging the home school connection to support learning at home. On the District level there are systemic efforts in place to send newsletters and progress reports. Parents must have access to Grade Level Content Expectations and the opportunity to participate in Title 1 parent meetings, parent teacher conferences and school wide activities. Parents appear to be reluctant to volunteer in buildings and classrooms. Resource Coordinating Teams (RCT) are not established and in operation at all schools. Attendance Agents have caseloads that do not allow them to establish a strong relationship with school communities. This circumstance decreases the ability of the Attendance Agents to know, support and report the challenges faced by the families of a school community.</p>
The Challenges:	The district is in a deficient and it must down size. Few staff and parents feel valued. Parents feel unwelcomed in their child's school building. Customer service issues as well as reluctance on the part of some parents to participate in academically related volunteerism hampers full partnership between home and school. Creating processes for community involvement in a large, diverse community such as DPS presents a challenge. Ensuring that the members of the community are encouraged, supported, and recruited to contribute time, knowledge, skills, and ideas to the public school system is both challenging and essential.

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The Plan:

Both district level and building level staff has embraced a model of servant leadership that is designed to provide a high level of customer support that's sole purpose is to ensure the academic success of all DPS students. Parents will feel welcome in our buildings and their input on school activities and plans will be actively solicited. Teachers and administrator at all levels are able to work in a collaborative fashion with the end goal being the implementation of the frameworks core beliefs into daily district operation.

Schools will build capacity and change its school culture to be an environment that is focused on caring and supporting of students, parents and staff to improve student achievement through a shared decision making model. Shared decision-making is an effort to transform conventional school organizations into learning communities. It supports and values high levels of involvement throughout these learning communities. The focus is on a *process* that supports new approaches to teaching and learning.

To strengthen the home school connection, schools will provide opportunities for parents to participate and volunteer at levels that support their circumstance or work situation as needed. Recognition will be given to the notion that parents can be involved in many ways and a plan for parental involvement must be individualized. Require regular reporting from each RCT (dedicated social worker, attendance agent, school nurse, and psychologist).

Creating a user-friendly organization who services through the integration of a parent advisory to support students and families who are new or this is there first time associated with special needs programs for their child. The District will establish a parent group for parents of students with special needs entitled SNAP (Special Needs Advisory for Parents). The Parent Advisory would consist of seasoned parent volunteers who can assist new parents in transitioning into the DPS special education program.

Above and beyond Title 1 mandates we believe that parents should be involved in school activities, parent teacher conferences, and academic meetings and school community meetings at the level of 95%. Parents should assist schools by assuring that students arrive on time each day, ready to learn. Schools will provide opportunities for parents to support and reinforce what is taught at school. All parents will volunteer at their child's school a minimum of two hours each semester.

The schools will create a strong advisory system to support students. The advisory system will support parents who cannot easily attend parent teacher conferences. A student who falls into this category will have their advisor step in and provide emotional, academic, and financial support (e.g., senior dues/prom exemption) to help a student get through the rough patches when his family is faced with a number of hardships.

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The District will develop a Parent Guide for Grades K-8 students to provide important information on what students are expected to know and be able to do at the end of each grade by subject from elementary through middle school. Students successful in meeting these expectations should be prepared for high school level courses. The guides can also be used to discuss student progress with teachers. The District will develop a Parent Guide for Grades 9 -12 for High School students to outline what parents need to know about the Michigan Merit Curriculum High School Graduation requirements and what students are expected to know and be able to do at the end of each course. Improve website to better engage the public and parents. Employ the use of an electronic parental notification system and a regular schedule of progress reporting to parents. Involve parents in the identification of strategies that can be utilized at home to support their child in reaching the academic goal.

The District will create full-service community schools that will act as a hub of community. These community schools will be a place where an array of public and private agencies collaborates with the school and its staff to provide a comprehensive set of integrated services designed to meet the full range of learning and developmental needs of the students. While each full-service school responds to the specific needs of its community, there are five overarching components:

1. **Expanded Learning Opportunities** like after school and summer programs, early childhood programs, youth leadership, service learning and programs for struggling students.
2. **Health Services** such as management of chronic conditions, check-ups, mental health services, nutrition counseling, dental care, and referrals to community providers.
3. **Family Support and Engagement** such as family literacy, adult education and job skills training, English as a second language, and basic needs such as food, clothing and housing.
4. **School Infrastructure to Support Collaboration** such as a dedicated coordinator, teacher training and consultation, student support team including pupil services personnel.
5. **Systems to Gather and Analyze Data** such as integrated local data systems that measure academic success and capture early warning signs of academic failure.

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Data and Information Management

The Standard	System-wide accountability is a requirement. Success depends on how achievement is monitored, understood, and how key information and insights at different levels of the organization, i.e., district, schools, teachers, and parents is shared. An integrated data management system allows administrators, teachers, students, and parents to access student information in a timely manner to support student success. This system delivers student information reports appropriate for use by each group to inform in a comprehensive manner the status of the District, schools, classroom groupings and student progress toward improved student performance. It will also facilitate parent/teacher communications and allow for the delivery of an assessment system for the analysis of data both horizontally and vertically in order to monitor and adjust instruction and improve teaching and learning.
The Reality:	The current system does allow for data disaggregation and analysis with the capacity to review longitudinal and cohort reports. Data can be viewed with respect to District level information, classroom groupings, student skill sets and current teacher rosters. District-wide rollout of the current data analysis tool (COGNOS) has been uneven and sporadic. There has been no certification of user skills and no on-going training. The system has been used by each school, but regular use is not evident.
The Challenges:	Computer access and infrastructure issues limit the full use and implementation of the system, which does not support “all schools” using the system at the same time. District staff cannot log on to the system outside of the DPS domain; therefore appropriate planning cannot take place outside of school hours. These issues hinder the delivery of instruction as informed by current real-time assessment data. Challenges with the ability of the District to authenticate off-sight users have limited access.
The Plan:	<p>The District will allocate additional funds to upgrade infrastructure, technology (hardware/software), capacity to serve multiple clients simultaneously. It will provide rigorous in-service face-to-face as well as on-line professional development to all instructional staff. Provide 24/7 on line tutorials for users with questions. Conduct certification sessions for school level data specialists for which SB-CEUs (State Board - Continuing Education Units) will be earned. Develop a system in which the COGNOS Analysis tool may be used outside of the DPS domain to allow teachers to work offsite and beyond regular school hours.</p> <p>The District will conduct an evaluation of all school level initiatives and programs for their ability to add value and increase student achievement and performance with an aim to eliminate those programs that are not working. Institute the regular monitoring and adjustment of each school improvement plan using benchmark assessment data.</p>

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Further, the primary function of the Data Information Management Standard of this framework is to ensure the comprehensive implementation of the district's strategic Information Technology plan and the district's educational technology plan. Both of these plans will ensure that all stakeholders in a child's education at DPS will have access to the latest research based technology resources and instructional models to improve student achievement and improve communication between the district, parents and the community.

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**The Blueprint for the Future Ideal Detroit Public School
The PK – 8 School**

Rationale:

The parental preference for the PK – 8 grade configuration is supported by enrollment trends for the last three years. Schools having a PK – 8 grade configurations have sustained or increased enrollment as compared to schools with a traditional elementary or middle school configuration.

Currently, the Detroit Public Schools has eleven grade configurations within the district varying from kindergarten through 4 to grades 7 through 12 (see table below). Elementary and middle schools consist of the following configurations: one grade 1 through 8, two kindergarten through 4, fifty-three kindergarten through five, kindergarten through five, twenty-one kindergarten through six, fifty-five kindergarten through eight, one kindergarten through 9, four grade 5 through eight, and eleven grades 6 through 8. High schools consist of grades 7 through twelve, one grade 9 and thirty-three grades 9 through 12. Currently, there are 133 elementary, 15 middle and 40 high schools yielding a total of 194 schools.

Detroit Public Schools Configuration

Elementary Schools		Elementary/Middle		Middle Schools		High Schools	
Grade Configuration	Number	Grade Configuration	Number	Grade Configuration	Number	Grade Configuration	Number
Grade 1 – 8	1	Grade K – 8	55	Grade 5 – 8	4	Grade 7 - 12	6
Grade K – 4	2	Grade K – 9	1	Grade 6 – 8	11	Grade 9	1
Grade K – 5	53					Grade 9 - 12	33
Grade K – 6	21						

PK – 8 schools allow us greater curricular continuity in that teachers are better able to articulate and address the needs of individual students. The PK – 8 grade configuration allows for the establishment of sustained community supports, partnerships, and more.

Based on an analysis of the longitudinal state assessment data, students who attend a PK – 8 consistently outperform students who attend a traditional elementary or middle school.

Small class size has the greatest benefits, they tell us, in the first three years of school and for students with little early preparation for school. Longitudinal studies show that students whose classes were small (15–20 students) in the early grades retained their gains in standard-size classrooms through high school. All types of students gain from small classes in the early grades, but students who have traditionally been disadvantaged in education profit more (see Holloway, p. 91).

It is therefore recommended that the district focus on two models of grade configuration (PK-8 and 9-12) as the district moves forward. These configurations will allow DPS to focus and better utilize its resources, achieve a higher level of curricular articulation and improve student achievement.

PK-8 teachers will loop with their students as follows: PK-K, (ZA endorsement required), 1st-2nd, 3rd-4th, 5th-6th, and 7th-8th. Research suggests that the use of looping provides an opportunity for long-term teacher/student relationships that supports student achievement. Additionally, teachers will incorporate brain based learning modalities within the curriculum.

Rationale: Why we must focus on PK – Grade 3

Research has clearly and consistently shown that third grade is a transition point for long-term success in school. By third grade, children either have the literacy and math skills they need for continued schooling and they feel some engagement in or connection to school, OR they are missing these skills and feel

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alienated, which puts them on a path to school failure. Obviously it is children's school experiences before third grade, in first and second grade as well as preschool that lead to their status at third grade. Research supports the need for increased attention to the front end of education to ensure school readiness and educational achievement for all children.

Based on developmental theories indicating children are more likely to engage in learning when they have positive, high-quality relationships with adults (Piaget, 1964; Ainsworth, et al., 1978), high-quality, consistent, and predictable relationships with teachers across the years from PK to third grade will facilitate and promote children's learning and, thus, can influence achievement. Within the PK-3 framework, these high-quality learning environments would be staffed with responsive teachers who are specifically trained to work with children in the age span 3 to 8 years old. Moreover, such teachers will understand that children 3 to 8 years old develop at varying rates and, based on their training, will be able to support individual children's needs (differentiation).

Alignment of high-quality experiences for children across grades 3-5 has been related to positive outcomes for children (Sanders & Rivers, 1996). Specifically, controlling for second grade achievement, children who had highly effective teachers over three successive years scored in the 96th percentile for math achievement in fifth grade, whereas children who had non-effective teachers for those same 3 years scored in the 44th percentile.

All PK – 8 buildings will house at a minimum a two-track grade configuration consisting of not more than 1,000 students. The table below depicts the distribution of students by grade band. The capacity category describes the number of students enrolled.

Detroit Public Schools PK-8 Building Blueprint

Grade	Capacity	Class Size
Pre-Kindergarten	28 – 54 students	16
Differentiated Kindergarten	50 – 75 students	
• Lower		25
• Middle		25
• Upper		25
One through Three	50 – 75 students	25
Four through Five	60 – 90 students	30
Six through Eight	70 – 105 students	35

The Brigance System, a diagnostic tool, along with an educational history will be used to assess incoming students for placement in a differentiated kindergarten classroom. Beginning in kindergarten students will develop an academic portfolio that will follow them throughout their educational career. This portfolio will house writing samples, standardized test scores, and benchmark achievement data. The goal of the portfolio is to aid in creating a personalized, interest based education as well as to provide instructional interventions early on in a student's academic career.

School Governance –

The PK-8 school governance team will be comprised of a principal, assistant principal, two curriculum leaders, a dedicated social worker and counselor. One curriculum leader will support the elementary component with the other in the middle school grades. The construction of a shared decision-making process that provides for the buy-in of all stakeholders is to be established based on the professional learning

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communities’ model. The administrative team will evaluate all building staff annually. An individual professional development plan (IDP) will be developed for each employee and monitored by the building administrative team and the human resources department. Non-tenured teachers will be partnered with a tenured Master teacher who will serve as their mentor for the next four years. Annual evaluation process:

1. Initial meeting and development of IDP
2. 1st evaluation
3. Midyear conference (if needed)
4. 2nd evaluation and IDP review
5. Final evaluation

Instructional Support –

The Detroit Public Schools’ curriculum will be aligned with national and state standards e.g., Grade Level Content Expectations, High School Content Expectations, and Benchmarks. All instruction in any Detroit Public School will be solely data-driven. Based on multiple data sources such as

- MEAP (Michigan Educational Assessment Program)
- ELPA (English Language Proficiency Assessment)
- MI-Access (Alternate MEAP assessment)
- NRT (norm-referenced assessment)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Common writing assessments
- Project based and problem based assessment tools

Benchmark assessments, teachers will be prescriptive in their instructional interventions for general instruction, remediation and acceleration. Mandatory co-planning/co-teaching will occur with special education teachers as well as instructional specialists who will be assigned to provide targeted assistance to students who have been identified for additional support to meet grade level benchmarks. Furthermore, teachers will engage students in cross curricular project based learning opportunities throughout their educational career.

In addition to core subject areas, student schedules will encompass physical education (P.E.), fine arts, world languages, service learning/character education opportunities and computer science. These opportunities are an essential for providing a comprehensive PK-8 program.

The District will modify the Teacher service formulas to support the unique configuration needs of a PK-8 building. In addition to homeroom teachers, subject area specialists, P.E., fine arts, world language and multi-media studies which incorporate grade level technology standards known ISTE Standards (International Society for Technology Education); these teachers will be added to the staffing allocation for each building. Research supports the concept of extended hours and days of instruction for urban youth. Several options exist which include an enhanced summer school program as an extension of the regular school year as well as a year round school program. By 2010-2011, the district will pilot a year-round school program i.e., one PK-8 and one 9-12 school.

Navy Wellness Program (Grades 6-8)

This program consists of five flagships that promote education, citizenship, health and fitness, environmental conservation, drug demand reduction, and humanitarian efforts within communities. The five flagships are:

- Personal Excellence Partnership – A program focusing on improving scholastic achievement, social, and life skills, and providing vocational guidance.

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- **Healthy, Safety, and Fitness** – A healthy lifestyle program that encourages fitness, good nutrition, and health education.
- **Environmental Stewardship** – An environmental education and natural resource stewardship program that encourages communities to preserve, protect, restore, and enhance the environment.
- **Campaign Drug Free** – A drug demand reduction program that educates youth on the dangers of drug and substance abuse and the importance of being drug-free.
- **Project Good Neighbor** – A year-round humanitarian outreach program to establish aid and restore hope for homeless, hungry, homebound, ailing, and elderly community members.

Timely Intervention Program for Struggling Students (Grades 1-8) Title I program

Schools will be responsive to struggling students in a timely fashion. The ultimate goal is to avoid just waiting hoping that struggling students will catch on, but to be proactive and to immediately intervene and provide the support that would ensure student success. Successful schools realize that the time to provide intervention to struggling students is before they have a chance to fail. Administrators and teachers will develop a plan to help ensure students make the grade before promotion time arrives. Schools will create an Intervention program e.g., before, during, after-school, and/or Saturdays as well as Summer Time Enrichment Programs (STEP). STEP will help students not working at grade level get a jump start on skills required for the next grade while at the same time receiving remediation during the summer. These students will receive instruction in reading, writing, math, computer, physical education and music. Computer, physical education and music classes will support the concepts taught in reading, writing, and math. The design will be 30 percent of the time devoted to acceleration, 30 percent to remediation, and 30 percent to fun.

Media/Library Services

Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection with evolving technologies.

- The media center shall enhance and support the goals of the school improvement plan with adherence to accreditation standards.
- The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time library media specialist.
- A school with three hundred (300) or more students enrolled, shall employ a full-time library media specialist.
- Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.
- The school media collection shall consist of a balance of print, non-print, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger.

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Special Education

Where appropriate, all Detroit Public Schools will operate classroom instruction for students with Individualized Education Plans (IEPs) in an **“inclusion model”** environment. Inclusion is defined as a commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or

she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). This model will require:

- Co-planning between classroom teacher and special education teacher to better meet the student needs.
- Co-teaching of grade level appropriate content based on student IEPs, where appropriate.
- Students will receive instruction in the core curriculum, where appropriate.
- IEPs will align with state standards and benchmarks associated with students’ grade level.
- The IEP process will address appropriate accommodations for state and local assessments.

Least Restrictive Environment placement considerations will be followed by the individualized educational planning team which includes an explanation of the extent to which the student will participate with nondisabled students in the general education program and extracurricular activities. Focus on prevention and early intervention through differentiated learning with the goal to ensure all students are working at/upon grade level with a secondary benefit of a reduction of the number of students who are referred to special education. Creating a user-friendly organization who services through the integration of a parent advisory to support students and families who are new or this is their first time associated with special needs programs for their child. The Parent Advisory would consist of seasoned parent volunteers who can assist new parents in transitioning into the DPS special education programs.

Resource/Targeted Intervention room

Resource rooms are classrooms (sometimes smaller classrooms) where a special education program can be delivered to a student with a disability. It is for the student who qualifies for either a special class or regular class placement but needs some special instruction in an individualized or small group setting for a portion of the day.

Mandatory Student Orientation “Back-to-School” Night

All DPS students and parents will attend an orientation session to establish a connection between the school and the community prior to the first day of school. The day will consist of the following:

- Students and parents will attend an orientation to tour the school facility and be introduced to the school programs.
- Students and parents will go through the daily schedule to meet with teachers and understand expectations for success.

Transition to High School

An 8th grade transition academy will be implemented for all students in the spring to facilitate a seamless transition to high school. Key components of this academy are as follows:

- Interest inventory will be administered.
- Placement tests will be administered for ELA and Mathematics.
- Visiting high school teachers will expose 8th grade students to the expectations for a high school unit of study.

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- High school student panel will visit the middle school and discuss high school expectations, support systems, and challenges that they experienced in adjusting to high school life. Panel will consist of students enrolled in Advanced Placement, International Baccalaureate, liberal arts, fine arts, and special needs student.
- The high school career guidance office will visit school to facilitate class scheduling.
- Transitional IEP meetings will be held for all students with IEPs who are in the 8th grade.
- The athletics and fine arts departments will visit to promote their school through various extra-curricular activities e.g., the marching band and a few athletes on the varsity team.
- Mandatory summer transition academy for all incoming 9th grade students will be held at the receiving high school the week prior to school starting
 - New students will attend an orientation to tour the high school facility and be introduced to the school programs.
 - Students will go through their daily schedule to meet with teachers and understand expectations of the course.
 - Students will meet their peer mentors (peer mentors will be upper classmen)
 - Peer mentors will be assigned to incoming 9th graders during their 8th grade year no later than November.

Professional Development

Professional Development (PD) plans for both the district and individual schools will be based on the district/school improvement plan, teacher grades, walkthroughs, and classroom observations. PD must be a customized and differentiated PD model embedded in proven researched-based practice. PD will be delivered in multiple formats including face-to-face in-service/workshops, train-the-trainer model, teacher training institutes, university courses, in-class demonstration, one-on-one peer coaching, videos, conferences, and online workshops as well as other virtual/distance learning methods. When consultants are utilized in face-to-face inservice/workshops, PD must include predetermined dates for consultant(s) to return and support classroom implementation through follow-up visits to teachers' classrooms. A major goal of professional development will be to establish greater collaboration between general, bilingual and special educators to improve student performance. In an effort to improve student achievement through increasing staff effectiveness and efficiency, a focused, rigorous and mandatory approach for PD will be used consisting of, but not limited to the following:

- Employee evaluation process (administrators only)
- Data analysis
- Content and instructional methodology
- Assessing student learning to inform instructional decision making
- Writing across the curriculum
- Creating quality teacher-made assessments
- Differentiated instructional techniques
- Professional Learning Communities
- Intervention Response/ Strategies
- Parental involvement/communication
- Classroom management
- Record keeping/lesson planning
- Instructional technology

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Wellness Healthcare Program

All DPS schools will have access to a Wellness Healthcare clinic in their building. There will be a variety of programs offered to service the needs of our students and their families for example:

- **Autism Spectrum Disorders Program** Children's Hospital, the program provides behavioral/educational consultation to children/families/schools around the education of children with autism spectrum.
- **Epilepsy Association** Each year, for one week in August, doctors and nurses from the Strong Epilepsy Center volunteer their time at camp. This is a residential summer camp for boys and girls, ages eight to fifteen, who have epilepsy, regardless of seizure control. The camp provides children with an unforgettable experience, offering them the opportunity to learn more about themselves and others who have epilepsy, increase their self-confidence and independence and enjoy a wide variety of activities.
- **Cancer Information Program** Cancer Center clinical faculty and staff provide tours and both on-site and off-site talks to school groups, community organizations, and employee groups on cancer-related issues, including prevention, detection, and treatment. Free pamphlets and brochures available.
- **C.H.I.L.D. (Children Helped In Illness or Death, Inc)** Student and community volunteers work as co-leaders in a weekly support program for children whose family member have a serious illness or have died. Professional training and supervision are provided. C.H.I.L.D. (Children Helped in Illness or Death, Inc) is also an ongoing project for the Community Service Network, students act as group leaders to children dealing with illness and death.
- **Children of Divorce Intervention** School-based programs designed to help children cope with the emotional and behavioral difficulties which often follow parental divorce.
- **School Based Health Center** Nurse practitioners providing school health and primary care services to school populations. Health care services include physical exams for work permits, sports, or college; immunizations, laboratory work, evaluation and treatment of acute medical problems, physician consultation, reproductive health and family planning, prescribe and administer medication as needed, health education. Mental health services include screenings to identify and help with high risk problems, individual and group therapy, family therapy, psychiatric consultation, crisis counseling, information and referral.
- **HIV/AIDS Awareness** Nurse practitioners providing school health and primary care services to school populations will conduct talks to school groups, community organizations and employee groups on HIV/AIDS issues targeting 13 years old and up.

Educational Incentives:

In order to cultivate a climate of continued professional growth and improve staff attendance, a series of monetary incentives are being proposed:

- Staff members who complete an entire school year with perfect attendance.
- Professional development incentive: Staff must complete 50 hours beyond district required PD days. Staff must be able to provide evidence of implementation of new learning in their classrooms through an implementation log, syllabi, agendas from meetings where they were the consultant and presentation of new learning during a formal written observation by the principal with an additional formal presentation to the entire staff.

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Facilities –

The facility for a PK-8 school will be easily divided into areas for specific grade levels by location (e.g. PK-3, 4-6, and 7-8 section). School infrastructure will include wireless networks and improved levels of connectivity for computer resources to enhance student learning. Each classroom will house a smart board and white board for student presentations, demonstration and direct instruction.

Each building will have enhanced security with sensors, Radio Frequency Identification tags for assets management, interior and exterior cameras connected to a recording device. Each school will have age appropriate playground equipment and athletic venues.

Custodial service for the building will be appropriate to ensure the entire facility (internally and the grounds) is properly cleaned and maintained each day. Minor **building** repairs will be completed within 24-48 hours after they are reported to operations.

Parental Involvement –

Research shows that parental involvement is critical to the success of students in school. In an effort to build capacity within our parents so they may better assist their students as they move through school. DPS parents or caregiver(s) will have the opportunity to earn 60 college credits (associates degree) in partnership with local community colleges over the course of their child's educational career.

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The Blueprint for the Future Ideal Detroit Public School The High School

Rational

Currently in Detroit Public schools there are multiple configurations of a high school. DPS currently has schools that are too large to address academic needs of students, gender inequity in instruction, class size and a lack of community within the building.

The development of a standardized rigorous comprehensive neighborhood high school is critical for ensuring that all Detroit Public School students receive a superior education that prepares them for jobs in a global economy. Small high schools allow us greater curricular **continuity** in that teachers are better able to articulate and address the needs of individual students. The **small** high school configuration allows for the establishment of sustained community supports, partnerships, **and more**.

Research suggests that the use of looping provides an opportunity for long-term teacher/student relationships that supports student achievement. Additionally, teachers will incorporate brain based learning modalities within the curriculum. The schools will combine college-preparatory curriculum organized around a theme with highly personalized instruction and a strong advisory system. The advisory system will support parents who cannot easily attend parent teacher conferences. A student who falls into this category will have their advisor step in and provide emotional, academic, and financial support (e.g., senior dues/prom exemption) to help a students get through the rough patches when his family is faced with a number of hardships.

Establish an individualized graduation plan and advisory program for high school students that will be monitored quarterly with student, teachers and administrators input on students' progress toward goal attainment to promote retention, timely intervention i.e., tutoring, social/emotional needs, and support graduating on time.

School Governance

The school governance team will be comprised of a principal, and three assistant principals, four curriculum leaders, one to support each core subject area, four guidance counselors, and two social workers. The construction of a shared decision-making process that provides for the buy-in of all stakeholders is to be established based on the professional learning communities' model. Administrative team will evaluate all building staff annually. An individual professional development plan (IDP) will be developed for each employee and monitored by the building administrative team and the human resources department. Non-tenured teachers will be partnered with a tenured teacher who will serve as their mentor for the next four years. Annual evaluation process:

1. Initial meeting and development of IDP
2. 1st evaluation
3. Midyear conference (if needed)
4. 2nd evaluation and IDP review
5. Final evaluation

Instructional Support

High school size in DPS ranges from 400 students to approximately 2300 with a variety of configurations: school of choice, alternative, career technical, application schools and neighborhood comprehensive schools. Schools also vary in the students that are served from coed, all female, or all male populations. As schools grow in size, some features were gained and some lost. Research shows that large high schools lost the

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following attributes: emotional social well-being and personalization of the organization for students and staff. However with larger settings, students have a greater variety of course offerings, and a larger pool of teachers to select from. For economically disadvantaged students of color large comprehensive schools do not work as reflected in districts graduation rates.

Small high schools have performed at higher levels than their larger counterparts.
The following are characteristics of small high schools:

- students attend class regularly,
- parents are more involved,
- a sense of community exist,
- fewer student code of conduct violations,
- academic success is more prevalent,
- fewer students dropout, and
- teachers are more satisfied with their jobs.

Large application schools will have to better service **their** students populations by the following:

- Making the school feel more personal by **assigning** students a home base (15 students) assigned to a teacher that they meet with each morning for four years.
- Cross curricular project-based **learning** and technology (e.g., English teacher, the design teacher, and media specialist)
- Interdisciplinary teaching and collaboration
Small academies within the school i.e., **performing** arts, international studies, business, engineering and technology, communications, and health, or liberal arts.
- Student performance **monitored** for timely intervention **through** 9th-12th grade to ensure academic success

Both types of schools will have the following components:

- Multiple **assessments** including **portfolio**, assessments, demonstrations, oral presentations and applied **projects**.
- A junior and senior research project will be required.
- Personalized learning:
 - **Ensure** that the student assume **ownership** for connecting their learning with future goals.
 - **Enables** students to **work** with mentors and career coaches within the school building to not only see **greater** relevance in their schoolwork, but also to grow increasingly engaged in school, connected to adults, and prepared for graduation and future success.
 - Structure that **supports** students' success.

Research supports that students who do not believe their schoolwork is relevant and who are not engaged are at a much higher risk of dropping out. Engaged students not only attend school more, but are also likely to get more out of their time in school because they approach learning more eagerly, seek greater opportunities, and persist in the face of difficulty (Voke, 2002)

- Graduation Assurance:
 - The Michigan Merit Curriculum provides specific criteria that must be met by high school students seeking graduation.

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Potential credit recovery options include:

- Online credit recovery
- Extended Day
- Summer School Programs

Schools will move toward implementing gender restricted classes for ninth and tenth graders for core classes to close the achievement gap between boys and girls; unless students are enrolled in advanced studies/placement programs.

- Students will participate in a rigorous curriculum and receive intensive support to ensure academic success.
- Destination pathways will be established for all students. Pathways include:
 - Career technical training
 - College preparation
 - Advanced placement
 - International baccalaureate
 - Associates degree

The Detroit Public Schools' curriculum will be aligned with national and state standards e.g., Grade Level Content Expectations, High School Content Expectations, and Benchmarks. All instruction in any Detroit Public School will be solely data-driven. Based on multiple data sources such as

- MME (Michigan Merit Exam)
- ELPA (English Language Proficiency Assessment)
- MI-Access (Alternate MEAP assessment)
- NRT (norm-referenced assessment)
- Common writing assessments
- Project based and problem based assessment tools
- Benchmark assessments, teachers will be prescriptive in their instructional interventions for general instruction, remediation and accelerations. Mandatory co-planning/co-teaching will occur with special education teachers as well as instructional specialists who will be assigned to provide targeted assistance to students who have been identified for additional support to meet grade level benchmarks. Furthermore, teachers will engage students in cross curricular project based learning opportunities throughout their educational career.

The District will modify the Teacher service formulas to support the Advanced Placement courses. In addition to core subject areas, student schedules will encompass physical education, fine arts, world languages, service learning/character education opportunities and computer science.

Teacher service formulas will be modified to support the unique configuration needs of a high school building. In addition to Home Based teachers and multi-media studies which incorporate grade level technology standards known ISTE Standards (International Society for Technology Education) teachers will be added to the staffing allocation for each building. Professional learning communities will be established in each building to facilitate cross-curricular planning and more.

Timely Intervention Program for Struggling Students (Grades 1-8) Title I program

Schools will be responsive to struggling students in a timely fashion. The ultimate goal is to avoid just waiting hoping that struggling students will catch on, but to be proactive and to immediately intervene and provide the support that would ensure student success. Successful schools realize that the time to provide

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intervention to struggling students is before they have a chance to fail. Administrators and teachers will develop a plan to help ensure students make the grade before promotion time arrives. Schools will create an Intervention program e.g., before, during, after-school, and/or Saturdays.

Media/Library Services

Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.

- The media center shall enhance and support the goals of the school improvement plan with adherence to accreditation standards.
- The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time library media specialist.
- A school with three hundred (300) or more students enrolled shall employ a full-time library media specialist.
- Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.

The school media collection shall consist of a balance of print, non-print, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger.

Special Education

All Detroit Public Schools will operate classroom instruction for students with (Individualized Education Plans) IEPs in an “inclusion model” environment. Inclusion is defined as a commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). This model will require the following:

- Co-planning between classroom teacher and special education teacher
- Co-teaching of grade level appropriate content based on student IEPs, where appropriate, students will receive instruction in the general curriculum
- IEPs will align with state standards and benchmarks
- The IEP process will review/address appropriate accommodations for state and local assessments

Least Restrictive Environment placement considerations will be followed by the individualized educational planning team which includes an explanation of the extent to which the student will participate with nondisabled students in the general education program and extracurricular activities. Focus on prevention and early intervention through differentiated learning with the goal to ensure all students are working at/upon grade level with a secondary benefit of a reduction of the number of students who are referred to special education. Creating a user-friendly organization who services through the integration of a parent advisory to support students and families who are new or this is their first time associated with special education programs for their child. The Parent Advisory would consist of seasoned parent volunteers who can assist new parents in transitioning into the DPS special education programs.

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Resource/Targeted Intervention room

Resource rooms are classrooms (sometimes smaller classrooms) where a special education program can be delivered to a student with a disability. It is for the student who qualifies for either a special class or regular class placement but needs some special instruction in an individualized or small group setting for a portion of the day.

Mandatory Student Orientation “Back-to-School” Night

All DPS students and parents will attend an orientation session to establish a connection between the school and the community prior to the first day of school. The day will consist of the following:

- Students and parents will attend an orientation to tour the school facility and be introduced to the school programs.
- Students and parents will go through the **daily** schedule to meet with teachers and understand expectations for success.

Transition to College/World of Work

Postsecondary transition academy will be implemented for all students in the spring to facilitate a seamless transition to college and other learning opportunities. Key components of this academy are as follows:

- Career Pathways survey
- ACT and/or SAT
- Visiting college professors will expose 11th and 12th grade students to the expectations for a college unit of study.
Visit from college admissions office to facilitate application process.
- 11th and 12th graders will visit college campuses.
- DPS will host an annual College Fair for all DPS students.

All students completing a DPS education will have the necessary academic, technical, and work behavior skills for success in a career of their choice and lifelong learning. Michigan's Career Preparation System, an initiative created through amendments to the FY 1997-98 School Aid Act (Public Act 93), as well as Executive Order 1997-15, is designed to give all students a jump-start to their career by expanding options to explore a variety of career opportunities throughout their K-12 education. The system is intended to ensure that each graduate will receive a quality education to prepare for higher education and their first job in today's competitive market. The system calls for strategies including career contextual learning which emphasizes the application of academics to the world beyond the classroom, and providing all students with career exploration, guidance opportunities and general employability and technology skills. Students may choose to begin preparation for careers at the high school level. The majority of high school programs will be designed to articulate with postsecondary programs at community colleges and four-year institutions across the state.

- **Career and Occupational preparation** integrated with academics
 - Skills that are essential to be employed:
 - Work experience
 - Reading/writing and math skills
 - Ability to work with a team
 - Oral communication skills
 - Able to be a problem solver
 - Equipped with technical /computer skills

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- School of work
 - Giving students experience through internship programs, or cooperative education where students alternate between school and related work.
 - Employers value experience, which brings learned behaviors, abilities and attitudes, cooperation and more.
- Career Technical Education (CTE) programs must reflect current and embrace new evolving labor market needs.
 - Establish an effective Program Evaluation for CTE programs.
 - Sometimes CTE programs persist long after the job market for those skills has declined. An annual CTE program evaluation will be conducted by the CTE director and Curriculum Taskforce committee.
 - After evaluation, adjustments to the program will be implemented and some programs will be revised, updated while others will be eliminated based on labor market needs.

Gifted and Talent Development programs will be created to help advance student learning to achieve the most out of their educational opportunities. DPS recognizes that children with talents have unique learning styles which require special planning and accommodations by school personnel to recognize, develop and nurture.

- Advanced placement programs
- International Baccalaureate program (gradual phasing in at all levels with PD)
- Dual enrollment
- DAPCEP
- Advanced studies
- Virtual Learning Environment

All DPS will have the benefit of the following initiatives:

Wellness Healthcare Program

All DPS schools will have access to a Wellness Healthcare clinic in their building. There will be a variety of programs offered to service the needs of our students and their families for example:

- **Autism Spectrum Disorders Program** Children's Hospital, the program provides behavioral/educational consultation to children/families/schools around the education of children with autism spectrum.
- **Epilepsy Association** Each year, for one week in August, doctors and nurses from the Strong Epilepsy Center volunteer their time at camp. This is a residential summer camp for boys and girls, ages eight to fifteen, who have epilepsy, regardless of seizure control. The camp provides children with an unforgettable experience, offering them the opportunity to learn more about themselves and others who have epilepsy, increase their self-confidence and independence and enjoy a wide variety of activities.
- **Cancer Information Program** Cancer Center clinical faculty and staff provide tours and both on-site and off-site talks to school groups, community organizations, and employee groups on cancer-related issues, including prevention, detection, and treatment. Free pamphlets and brochures available.

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- **C.H.I.L.D. (Children Helped In Illness or Death, Inc)** Student and community volunteers work as co-leaders in a weekly support program for children whose family member have a serious illness or have died. Professional training and supervision are provided. C.H.I.L.D. (Children Helped in Illness or Death, Inc) is also an ongoing project for the Community Service Network, students act as group leaders to children dealing with illness and death.
- **Children of Divorce Intervention** School-based programs designed to help children cope with the emotional and behavioral difficulties which often follow parental divorce.
- **School Based Health Center** Nurse practitioners providing school health and primary care services to school populations. Health care services include physical exams for work permits, sports, or college; immunizations, laboratory work, evaluation and treatment of acute medical problems, physician consultation, reproductive health and family planning, prescribe and administer medication as needed, health education. Mental health services include screenings to identify and help with high risk problems, individual and group therapy, family therapy, psychiatric consultation, crisis counseling, information and referral.
- **HIV/AIDS Awareness** Nurse practitioners providing school health and primary care services to school populations will conduct talks to school groups, community organizations and employee groups on HIV/AIDS issues targeting 13 years old and up.

Professional Development

DPS must build capacity within all employee groups to better serve our students and community. Professional Development (PD) plans for both the district and individual schools will be based on the district/school improvement plan, teacher grades, walkthroughs, and classroom observations. PD must be a customized and differentiated model embedded in proven researched-based practice. PD will be delivered in multiple formats including face-to-face in-service/workshops, train-the-trainer model, teacher training institutes, university courses, in-class demonstration, one-on-one peer coaching, videos, conferences, and online workshops as well as other virtual/distance learning methods. When consultants are utilized in face-to-face inservice/workshops, PD must include predetermined dates for consultant(s) to return and support classroom implementation through follow-up visits to teachers' classrooms. A major goal of professional development will be to establish greater collaboration between general, bilingual and special educators to improve student performance. In an effort to improve student achievement through increasing staff effectiveness and efficiency, a focused, rigorous and mandatory approach for PD will be used consisting of, but not limited to the following:

- Employee evaluation process (administrators only)
- Data analysis
- Content and instructional methodology
- Assessing student learning to inform instructional decision making
- Writing across the curriculum
- Creating quality teacher-made assessments
- Differentiated instructional techniques
- Professional Learning Communities
- Intervention Response/ Strategies
- Parental involvement/communication
- Classroom management
- Record keeping/lesson planning
- Instructional technology

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Educational Incentives:

In order to cultivate a climate of continued professional growth and improve staff attendance, a series of monetary incentives are being proposed:

- Staff members who complete an entire school year with perfect attendance.
- Professional development incentive: Staff must complete 50 hours beyond district required PD days. Staff must be able to provide evidence of implementation of new learning in their classrooms through an implementation log, syllabi, agendas from meetings where they were the consultant and presentation of new learning during a formal written observation by the principal with an additional formal presentation to the entire staff.

Facilities

The facility for a high school will be easily divided into areas for specific grade levels. School infrastructure will include wireless networks and improved levels of connectivity for computer resources to enhance student learning. Each classroom will house a smart board and white board for student presentations, demonstration and direct instruction.

Each building will have enhanced security with sensors, Radio Frequency Identification tags, interior, and exterior cameras connected to a recording device. Each school will have appropriate athletic venues e.g., swimming pool, track and football field, baseball diamond and more.

Custodial service for the building will be appropriate to ensure the entire facility (internally and the grounds) is properly cleaned and maintained each day. Minor building repairs completed within 24-48 hours after they are reported to operations.

Parental Involvement

Research shows that parental involvement is critical to the success of students in school. In an effort to build capacity within our parents so they may better assist their students as they move through school. DPS parents or caregiver of students with an acceptable attendance record will have the opportunity to earn 60 college credits (associate's degree) in partnership with local community colleges over the course of their child's educational career.

Health and Physical Education (K-12)

The district will provide health and physical education in all schools aligned with the Michigan standards for health and physical education. The program will include nutrition and physical activity listed as one of the eighteen domains for K through 8 and one of the seven for high school outlined by the Michigan Department of Education.

Obesity and overweight among our country's youth is a growing and troubling problem. The percentage of children ages 6-11 who are overweight has more than doubled in the past twenty years, and the percentage of teens who are overweight has more than tripled during the same period (Plaza, 2004). It is estimated that 15% of 6-19 year olds are obese and more than 10% of children 2-5 years old are obese (Zametkin et al., 2004). This is likely due to poor nutrition and low levels of physical activity. Contrary to conditions in the past, many children now stay inside after school and watch television or play video games instead of playing outside. Most students no longer ride their bikes to school or come home for lunch. Portion sizes in restaurants have grown and schools no longer provide enough healthy food options. These lifestyle changes are resulting in over 9 million children being classified as overweight, and African American and Latino children are grossly over-represented in these numbers (Satcher, 2005).

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Children who are overweight or obese experience many symptoms which effect their learning in schools. Not only do weight problems lead to high blood pressure, high cholesterol, joint problems, asthma, anxiety, depression, low self-esteem, and diabetes, but children who are overweight miss as much as four times as much school as children of normal weight (Satcher, 2005). They are also more likely to suffer from back problems, negative body image and 94% of obese children have a sleep abnormality (Zametkin et al., 2004). Psychological problems are also more likely among overweight children and adolescents, especially girls. Increased levels of depression, anxiety disorders, eating disorders, and behavioral problems have all been demonstrated among overweight children (Zametkin et al., 2004). Any and all of these problems are likely to affect children's ability to perform in school and therefore these are issues that schools must address.

Adult Education

Keeping with the DPS Adult Education's mission is to reduce/eliminate adult illiteracy in the City of Detroit by providing equal access to all adults for life-long learning, employment and/or entrepreneurship within a collaborative educational structure that is learner centered and promote the development of fully functioning citizens. Adult education provides an opportunity for mature students to achieve education levels equivalent to those of high school graduates through earning a high school diploma or General Educational Development (GED). Adult Education curriculum will be reviewed and aligned with the Michigan High School Content Expectations. Detailed eligibility requirements differ by program type and in some cases, high school graduates may qualify due to poor reading or lack of English language skills. The educational goals of adult education students include achieving a personal goal, learning to read, getting a better job, gaining access to postsecondary education, setting a good example for their children, gaining citizenship, or other objectives. Adult Standardized tests are used to identify the student's existing skill levels, assign appropriate instruction for that level, and assess academic gains after instruction. Adult education offerings consist of the following five components:

- **High School Completion:** Instruction designed to fulfill the requirements for a high school diploma.
- **GED Test Preparation:** Instruction in language arts, math, social studies, science, and writing to enable successful completion of the GED test.
- **Adult Literacy:** Instruction in reading, English, language arts, math and civics for adults. The most basic literacy courses teach adults to read.
- **English as a Second Language:** Instruction in reading, speaking, writing, and understanding the English language.
- **Labor Employment Related/Employer Workforce Readiness:** Instruction in job- or employment- related mathematics, reading, communication and computer skills. Instruction may be “applied,” which means that the academic material is directly related to specific job requirements.
- Career technical education will be infused to allow students to learn a skill/ earn certification.
- **Online credit recovery options** will be provided.
- Establish a program that includes post secondary credits for students to earn an associate degree.

English Language Learners (PK-12)

English Language Learner (ELL) students range from those who do not speak or understand any English, to those with limited English abilities. DPS is committed to help ensure that English Language Learners (ELL) and immigrants attain English proficiency and achieve academically. According to the 2000 U.S. Census, nearly one person in five (or 47 million U.S. residents age 5 and older) spoke a language other than English at home in the year 2000. The continued growth in the number of speakers of languages other than English is reflected in the rapidly increasing number of students in U.S. schools for whom English is a second language and in the growing number of adult English language learners across the country. Conduct a review of

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accommodations being used for ELLs for instruction and assessment to determine which a particular program/strategy is more effective than others. Pre-Kindergarten and Kindergarten enrollment will be assessed to determine how many ELL children are included and whether additional PK/K bilingual classes need to be incorporated to address student needs.

K-12 ELLs will receive rigorous curriculum aligned to state standards and when appropriate will be mainstreamed into general education classes. Bilingual instructors will teach in English. Whenever possible, the student's first language is used for clarification in the classroom when aides or volunteers who speak the student's language are available.

Alternative Education

Alternative education is a program for students who are **best served** using an alternative delivery system. Students that are ages 16 to 19.5 that are off-track and in jeopardy of **not** meeting high school requirements require a differentiated and personalized learning environment. Many Alternative education high school students are reading below grade level performing **at** grades 4 and 5. The program will offer innovative curricula to target individual students' needs in reading, writing and mathematics. It will also include computer generated assessments for ongoing data collection on student achievement as well as online credit recovery options. The alternative schools will include a **full complement** of ancillary services including psychologists, social workers, and nurse.

Michigan Department of Education states, "Students served include those who have special needs and are lacking sufficient credit to graduate with their class. Alternative education programs include expanded services such as counseling, childcare and transportation." DPS has 12 alternative settings for students that are **not** in all city schools, **all** boy schools and coed comprehensive schools. These schools are designed to serve students who are **at risk of dropping out of school**. In addition to core subject areas, student programs encompass physical education (P.E.), fine arts, world languages, service learning/character education opportunities and computer science. These opportunities are an essential for providing a comprehensive alternative education program that targets the whole child.

Principals will be able to select from a pool of highly-qualified staff with an interest in serving this special population. The program offerings will include JROTC which teaches discipline, honor and respect. This program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimuli for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the student, community, and nation. The curriculum, taught by retired military professionals, encompasses a broad spectrum of subjects, including: Communication Skills, Leadership, Physical Fitness, First Aid, Drug Abuse Prevention, History, Citizenship, Technology Awareness, ...and many others. Junior ROTC awards academic grades, but its true measures of success are the young people it motivates to stay in school and graduate. It also develops the personal confidence and pride in self to avoid drugs and other negative peer pressures, and attain life skills that enhance success after graduation. Established by Congress in 1916, Army Junior ROTC has demonstrated over the decades that it works! Junior ROTC Cadets generally graduate from high school at a higher rate than the school as a whole, and principals, parents, and former cadets consistently endorse the positive impact that Junior ROTC has had on the school, the community and the cadets themselves.

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Proposed Reorganization of Detroit Public Schools

Rationale:

DPS in its current organizational structure is not flexible enough to meet the needs of the population which it services and the demand of a shrinking enrollment. Further, the current operational expenses exceed revenues; which has created a very unstable financial situation and substandard delivery of services to schools. As the demand for greater student achievement is placed upon every school system within the state the gap between DPS performance and the state performance average is widening. While the educational plan is being implemented this reorganization plan will be implemented simultaneously in order to meet the goals and objectives set forth in the educational plan.

Proposed Structure:

The district should be structured into two distinct areas; **Central Office Services (COS)** and **Area School Operations Centers (ASOC)**. Central office services will house distinct wide services; these services will include:

- General Superintendent's office
- Contracting and procurement
- Legal
- Human resources
- IT (including public relations)
- Financial Operations (Budget, Payroll, Grants)
- Curriculum

COS should be a lean organizational model providing direction to the ASOCs in the area of curriculum who will be the implementers. District level services (i.e. IT, Legal, HR.) will operate more efficiently with one mission: Support student achievement by delivering high quality service to the buildings

The ASOCs will be placed throughout the city based on high school feeder patterns. Please refer to appendix A, B & C for ASOC area details.

ASOC staff will be streamlined to be customer focused; see ASOC organizational chart for details.

Each ASOC will also house a public safety sub station to improve response time to our buildings. These sub-stations can house DPS, DPD and Wayne County Sheriff as well as specialized units (i.e. Gang squad, narcotics) in order to promote a better collaborative climate between the agencies.

The ASOCs will also house a Community Resource Center (CRC) for the parent groups of the area schools to come in and receive training and work with the district's parent liaisons. The CRC can also serve as a center for community meetings with the board of education or the general superintendent. This will eliminate the need for the Welcome Center in New Center One.

To provide greater social services to our community it would be worth while to explore putting DHS sub-station offices in the ASOCs. This partnership could also be a potential cost savings to the state with regards to maintaining offices in Wayne County and a potential source of lease revenue for the district.

ASOC Detailed Operational Overview:

The ASOC will have four distinct sub categories.

- Instructional Leadership
- Facilities/operations
- Public safety/Social services
- Community Resource Centers

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Instructional Leadership:

The first of these categories is the instructional leadership component; this component is responsible for not only the operation of the center but also the building level operations within the area. Each assistant superintendent will provide instructional leadership to the buildings within their area and dispatch instructional support services to the buildings. This will accomplish the following:

1. Improve quality of instruction delivered to students via instructional specialists as classroom teacher coaches.
2. Improve district's ability to implement early interventions for students who are functioning below grade level benchmarks.
3. Increased use of data to target gaps in curriculum and student achievement
 - a. area instructional specialists will tailor support services to the needs of the schools/students based on achievement gaps identified by DIBELS, MEAP and MME scores
4. Increased administrative guidance and oversight of school improvement plans (SIP) for each building.
5. The district SIP plans will be the same document developed by the CAO and area assistant superintendents.
 - a. Increased instructional support at the building level will ensure SIP interventions are implemented, monitored and adjusted successfully.
 - b. Building AYP status will be solidified at phase zero as a result of item A.
6. Buildings will be able to position themselves for Michigan and National Blue Ribbon status as a result of the above mentioned interventions.

The majority of curriculum staff presently housed in the Albert Khan building will be assigned to an ASOC and provide instructional support and special education support services. The curriculum team at each ASOC will be made up of forty Instructional Specialists that will go out to area schools starting with the high priority schools in the area. These teams will train staff in researched based best practices for teaching, support district professional development efforts at the building level and provide early intervention for students working below the grade level benchmarks. It should be noted that the Instructional Specialist position is fully fundable under Title I.

A special education team will be deployed to each ASOC to support area schools and properly manage IEPs of students within the area.

A small cadre of curriculum staff (see organizational chart for details) will serve at the central office level; their roll will be to coordinate and develop curriculum, school improvement, achievement data management and use as well as professional development initiatives across the city. These individuals will work collaboratively with the area assistant superintendents and take their directions from the deputy Superintendent of Academics.

Facilities/Operations:

The second sub-category is facilities/operations. Each ASOC will house trade specialists, custodial and engineering supervisors. The trades team will focus on ensuring building facilities are operating properly and address any routine maintenance and repairs that the buildings may need. The custodial/engineering supervisor will work with the area superintendent in advising them on repairs and needs of the physical plants of each building within the area. Additionally the supervisors will provide quality control of custodial services through random and unannounced spot checks of buildings checking for cleanliness and compliance with policy and procedures. Building custodial teams and engineers will report directly to the building principal and the custodial supervisors will provide support during these employee's evaluations.

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Public Safety/ Social Services:

The third sub-category will be the public safety/social service component. Each ASOC will house a DPS substation. This substation will also be made available to local county law enforcement agencies to foster and increase greater cooperation between DPS, DPD and Wayne County Sheriff. These substations will cut down the response time of officer to calls for assistance. Additionally it is recommended that DPS actively work with specialized units from other agencies such as gang squad and narcotics enforcement. Through these substations and other buildings through out the district on going training will be held covering topics relevant to police situation in a K-12 environment.

The second portion of this sub-category, social services will require a partnership with several state agencies and non profit organizations that service the citizens of Detroit. Social service agencies like the Department of Human Services can be housed in ASOCs to provide services the residents in the area. Further non profit organizations like, the Skillman Foundation, One D, New Detroit Coalition and the United Way could also be housed in the ASOCs our other closed buildings to provide services to the local community. Additionally, by leasing spaces to both the state agencies and nonprofit groups could potentially provide a stream of revenue to the district.

Community Resource Centers:

The fourth sub-category is the Community Resource Centers (CRC). The CRCs will provide a local office and training center for the parents of students who attend schools in the ASOC area. Each CRC will be operated by the district's parent liaisons who are assigned to the ASOC. Professional development can be offered to the various LSCOs and parent organizations. Additionally the CRCs can host area conferences that will allow school LSCOs to collaborate, learn and develop new programs to support their schools.

Value Adds to Student Achievement:

1. Shifting personnel from central office curriculum department to building/classroom level instructional support.
2. Maximized use of Title I funded positions to support student achievement.
3. Lean COS curriculum team to direct district curriculum based on data from OREA.
 - a. 100-200 Instructional specialists (Title I fundable position) district wide at the building/classroom level to model best instructional practices and implement district wide curriculum initiatives.
 - b. Instructional specialists will also provide early intervention services for students who are below grade level in ELA & Math.
 - c. Enhanced ability district wide to address gaps in achievement as identified by OREA.

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saving opportunities:

Reduction of curriculum support staff at the central office level.

- a. Current staffing levels 204 positions
- b. Staff under reorganized plan
 - i. Central office staff: 48
 - ii. ASOC Staff: 75
 1. Total: 123
2. Reduction: 40%

Reorganizing the office of leadership into area assistant superintendents:

- a. This model will reduce the number of assistant superintendents by 2 and 2 clericals.
 - i. Cost savings: \$462,204.0 (Based on FY09 budget figures)

Reduction in leased space at the Khan Building and New Center one.

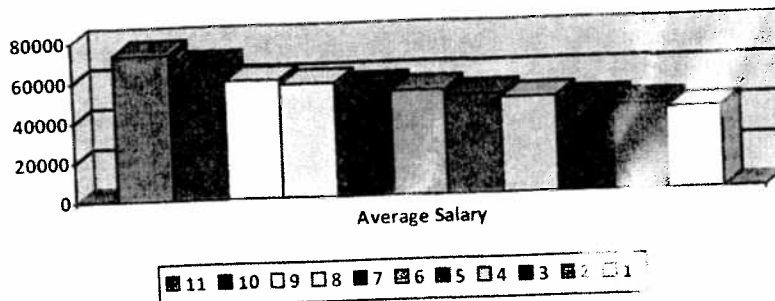
- a. Annual cost for lease space & Utilities:
 - i. Khan: \$410,692.57
 - ii. NCO: \$1,420,190.31
 - iii. Total: \$1,830,882.88

Cost Analysis for Teacher Buyout:

Following statistical observations were made when the teacher roster of DFT members was analyzed.

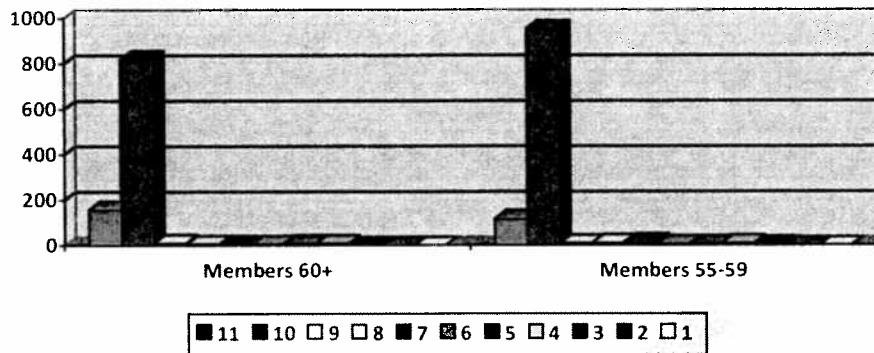
1. Total instructional staff on list: 5561
2. Teacher population with different scales for Bachelors, Masters, Master +30 and doctorate degrees.
3. Average age of DPS teaching staff is 50 years of age
4. Average age of retirement is 62 (U.S. Census Bureau, 2007)

Age	Number of Members	Avg. Salary	Members 60yrs & up	Members 59-55 yrs
11	197	73,366	158	118
10	4301	67,724	820	952
9	113	59,458	11	10
8	78	57,136	6	11
7	98	54,829	7	16
6	103	52,515	8	7
5	94	50,160	9	8
4	119	47,848	9	9
3	94	45,564	2	4
2	43	43,216	2	1
1	21	40,892	0	2
Total	5561		1032=19% of pop	1138=21% of pop



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5. **Age assumptions:** Teachers who have reached 55 years of age could conceivably have reached the 30 year service mark. Total teacher population potentially eligible for buy out 2170 or 39% of total teacher population.
6. **Buyout Amount Recommendations:** A survey of districts across the state show buyout amounts ranging between \$20,000 to \$50,000; the \$50,000 was part of a sliding scale system in Grand Blanc. Districts across the state are offering an average amount of \$25,000. It is recommended to offer a buyout that is issued as a lump sum payment to either a 403b or 457 plan the employee is currently participating in our has set up to receive their buy out payment.

.. Initial Cost to District:

% & # of eligible population Participating (Based item 5)	Cost based on a buyout amount of \$25,000 per DFT member
10% / 217 DFT members	\$ 5.43 Million
15% / 326 DFT members	\$ 8.15 Million
20% / 434 DFT members	\$ 10.85 Million
25% / 543 DFT members	\$ 13.58 Million
30% / 651 DFT members	\$ 16.28 Million
35% / 760 DFT members	\$19.00 Million

8. Return on Investment (ROI):

Working on the premise that a zero step is added into the contract and all new hires as a rule posses only a bachelor degree the per employee salary savings would be \$34,909 per new hire. Example 100 new hires would cost the district \$3.5 million. Cost to keep the same 100 positions at currently at the top of the Master's salary schedule: \$7.3 million. New hire savings: \$3.8 Million in salary

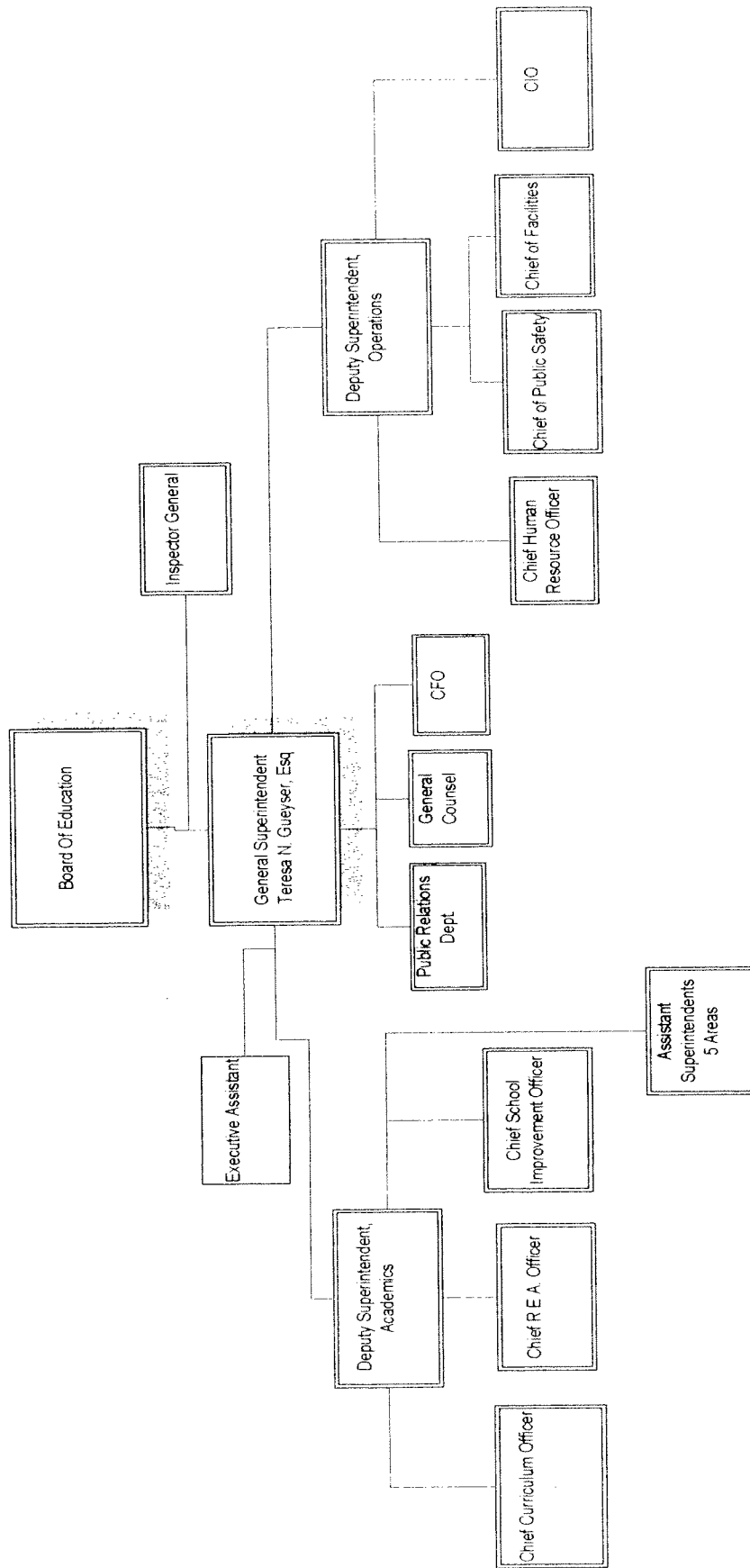
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9. **Contractual Modifications:** The DFT contract currently is a ten step contract for the Bachelors and Masters pay scale and an eleven step contract for Masters +30 & Doctorate. It is recommended that a zero step be added to each scale. Proposed zero step is a 3% reduction from FY09 DFT schedule a step 1.

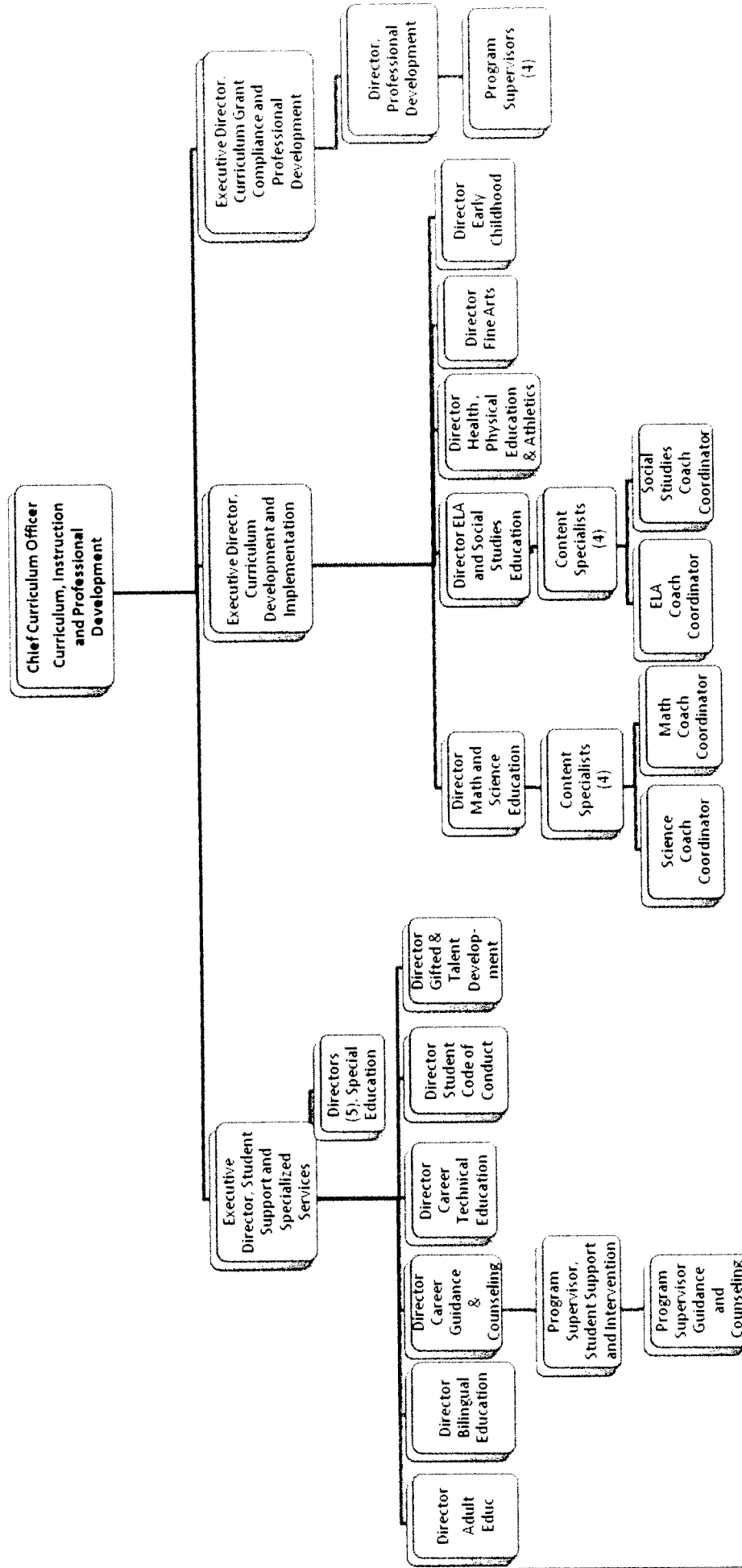
Degree	Zero Step Est. Salary (Based on FY09 DFT Schedule A)	Per Member Savings (Based on FY09 DFT Schedule A)
Bachelors	\$38,457	\$1,190
Masters	\$40,290	\$1,247
Master +30	\$40,581	\$1,256
Doctorate	\$40,872	\$1,265

Central Office Organization Chart



Note: Under each executive is a department
please refer to individual department
organizational charts for details.

Organizational Chart for Curriculum, Instruction and Professional Development



“The legislature shall maintain and support a system of **free public elementary and secondary schools as defined by law**. Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color or national origin.”

4 Director positions have been eliminated.

Result - 3 offices have been merged

- Math and Science
- ELA and Soc St
- Health, PE and Athletics

2 Directors in Special Education

- Vacant positions will be eliminated

1 Position added in PD

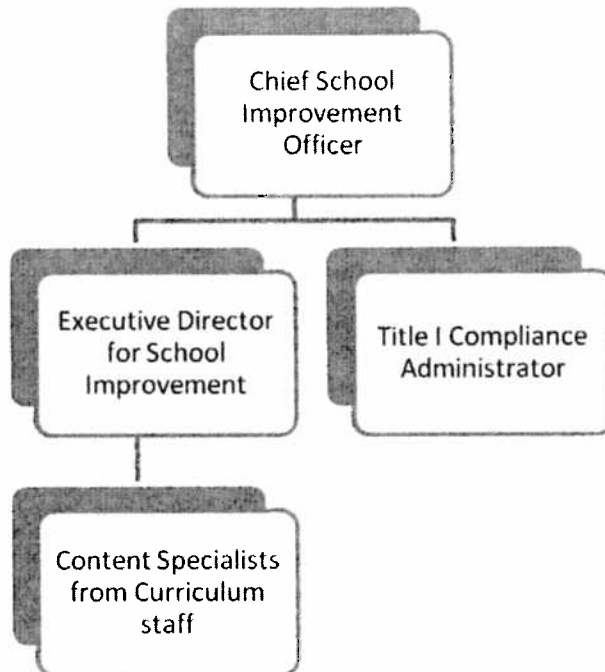
Content Specialists

- Under the leadership of the curriculum director, develop and revise curriculum documents aligned to the state standards and assessments to guide classroom teachers and improve student achievement.
- Plan, develop and deliver professional development designed for specific audiences of principals, coaches, and teachers to address areas of need indicated by student achievement data.
- Work in collaboration with the School Improvement team.

Coach Coordinators

- Ensure that coaches working in schools have deep knowledge of curriculum, instruction, assessment, and coaching.
- Plan and conduct weekly meetings with school-based coaches to provide professional development, learn what support is needed at the school level.
- Work with principals to monitor the quality and success of the coaches in improving student achievement.

Office of School Improvement



APPENDIX

**Michigan Constitution
Article 8 Section 2**

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Rigor and Relevance

Rigor – To deliver instruction that meets or exceeds the academic benchmarks established by the Michigan Department of Education

A Reading Grade Level Content Expectation

Grade Level	Grade Level/High School Content Expectation	Example of Rigorous Lesson	Example of Real-World Use
Pre-Kindergarten	R.NT.00.03 Identify characters and settings(place)	Listen to a story; name characters and tell where story takes place.	Tell difference between people, places and things.
Kindergarten	R.NT.00.03 Identify characters, settings (places) and events	Listen to a story; describe characters and settings; identify the events	Tell about people's actions and feelings.
Grade 1	R.NT.01.03 Identify problem/solution, sequence of events and describe characters feelings	Role play characters and act out sequence of events	Tell a story in sequential order
Grade 2	R.NT.02.03 Identify and describe characters actions and settings (time and place)	Create a play with dialogue and different scenes	Describe a character from a movie or television show
Grade 3	R.NT.03.03 Describe characters thoughts and motivations	Chart characters' actions and beliefs	Relate their beliefs to their actions
Grade 4	R.NT.04.03 Analyze characters thoughts and motivations	Debate reasons for characters' actions	Describe a character's action from a movie or television show
Grade 5	R.NT.05.03 Analyze how character traits and setting develops plot	Create a response journal explaining the development of plot.	Describe the traits of a person
Grade 6	R.NT.06.03 Describe major and minor characters and analyze how they enhance plot	Write a paragraph sketching characters and how they enhance plot	Compare the role of a parent and a child
Grade 7	R.NT.07.03 Analyze antagonists and protagonists and how their role impacts conflicts	Use a graphic organizer to compare and contrast heroes and villains.	Watch the news, describe a hero's and a villain's actions
Grade 8	R.NT.08.03 Examine the role of rising and falling actions; major and minor characters in relation to conflicts	Write a narrative using plot devices (internal/external conflicts and antagonist/protagonist)	View a show (suspense, drama, etc.) and describe the events leading to the high point of the story
Grade 9	CE 3.1.2 Demonstrate an understanding of literary characterization, character development, and the function of major and minor characters and motives and causes for their actions.	Read story; discuss characters (physical appearance, actions, flaws, etc.) and how these traits affect the plot	Interpret people's feelings and motivations for their actions
Grade 10	CE 3.1.2 Analyze the moral dilemmas and internal/external conflicts within and between characters.	Read story; discuss dilemmas characters face; predict ways characters should or will solve problems	Understand dilemma between good/evil, right/wrong. Explore solutions for own problems
Grade 11	CE 3.2.2 Identify how elements of dramatic literature (setting, dialogue, character description, etc.) highlights the meaning of the text and shows the character's point of view.	Read story; write a persuasive essay in which the main character persuades a reader to agree with their actions	Identify ways to persuade others to agree with your point of view
Grade 12	CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experiences.	Read story; research and write a paper about how themes in literature reflect the current society	Understand issues, conflicts, and motivations based on people's individual experiences; show empathy for others

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**Comprehensive Education Plan (District Comprehensive Needs Assessment)
(Goals are addressed in the District Improvement Plan)**

1. Address the District Comprehensive Needs Assessment
 - a. Strand I – Teaching and Learning
 - i. Curriculum – Aligned, Reviewed and Monitored Communicated
 - ii. Instruction – Planning, Delivery
 - iii. Assessment – Aligned to the Curriculum and Instruction, Data Reporting and Use
 - b. Strand II – Leadership
 - i. Instructional Leadership -Educational Program, Instructional Support
 - ii. Shared Leadership – School Culture and Climate, Continuous Improvement
 - iii. Operational Resources Management – Resource Allocation, Operational Management
 - c. Personnel and Professional Learning
 - i. Personnel Qualifications – Requirements, Skills, Knowledge, Dispositions
 - ii. Professional Learning – Collaboration, Content and Pedagogy, Alignment
 - d. Strand IV – School and Community Relations
 - i. Parent/Family Involvement – Communication, Engagement
 - ii. Community Involvement – Communication, Engagement
 - e. Strand V – Data and Information Management
 - i. Data Management – Data Generation, Identification and Collection, Data Accessibility, Data Support
 - ii. Information Management – Analysis and Interpretation, Application

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**Detroit Public Schools
Accelerated Learning Programs, K - 12
Honors, Advanced Studies, Advanced Placement, and International Baccalaureate Programs**

Goals and Objectives

Programs:

Honors, Advanced Studies and International Baccalaureate

- Increase the number of honor and advanced studies offerings
 - Strengthening vertical teams
- Increase the number of students taking honors/Advanced Studies courses
 - Surveying students about courses they want
 - Teacher and parent recommendation
 - Using data from district assessments to recruit students
- Increase honors/Advanced Studies students academic performance
 - Offering and promoting out-of-class tutoring
 - Limiting honors/Advanced Studies class size to 15-20 students
 - Providing meaningful honors/Advanced Studies training and professional growth opportunities
 - Identifying and training strong honors/Advanced Studies teachers

Pre-Advanced Placement and Advanced Placement

- Increase the number of AP subject offerings
 - Strengthening vertical teams, grades 6-12.
 - Using AP potential data to encourage and inform more students
- Increase the number of students taking AP courses
 - Surveying students about courses they want
 - Teacher and parent recommendation
 - Using data from multiple sources including district assessments to recruit students.
- Increase the number of students taking AP tests
 - Increasing student content and confidence for taking tests
 - Informing and training honors teachers about AP material and strategies
- Increase AP test scores
 - Offering and promoting out-of-class tutoring
 - Limiting AP class size to 15-20 students
 - Providing meaningful AP training and professional growth opportunities
 - Identifying and training strong AP teachers
 - Encouraging AP teachers to read AP exams in the summer.

Curriculum Renewal Process

Goals	Action Steps	Person(s) Responsible	Timeline	Indicators for Accomplishments
1. Establish goals and objectives for the Gifted and Talented department.	Write goals that align with the vision for the district and the District's Improvement Plan.	Chief Curriculum Officer	June, 2009	Written goals and objectives document
2. Create the Gifted and Talented department.	Identify director and other staff members to oversee Talent Development dept.	Chief Curriculum Officer	July, 2009	
3. Refine goals and objectives for department.	Collaborate on goals and objectives.	Chief Curriculum Officer Executive Director, Curriculum Grant Compliance and PD Director, Gifted and Talented	July, 2009	Revised goals and objectives for the department
4. Design a K-12 Curriculum Renewal Process	Write a multi-step and multi-year curriculum renewal plan that incorporates the following: planning, analyzing, school visitations, classroom observations, revising, implementing, and monitoring of curriculum.	Chief Curriculum Officer Executive Director, Curriculum Grant Compliance and PD Directors (Core Content)	July, 2009	Written curriculum renewal plan
5. Create a 5-phase curriculum renewal implementation Timeline	Design a curriculum timeline for targeted content areas that addresses each phase of the curriculum renewal process.	Chief Curriculum Officer Executive Director, Curriculum Grant Compliance and PD Directors	July, 2009	Written curriculum timeline
6. Create a 3-Tier organizational structure that supports the curriculum renewal process and district-wide articulation.	Create Curriculum Administrative Team Create a K-12 Curriculum Leadership Council Create a K-12 Curriculum Task Force that content specific and addresses each phase of the Curriculum renewal process.	Chief Curriculum Officer Executive Director, Curriculum Grant Compliance and PD Directors, Core Curriculum Content Specialists Asst. Supt, Principals, Curriculum Leaders Teachers	July, 2009 – Advertise July, 2009 Recruit and finalize team members	Organization structure is in place
7. Create a K-12 curriculum	Implement the district's K-12 curriculum renewal process. Establish a K-12 content specific design team and follow the curriculum renewal process.	Executive Director, Curriculum Grant Compliance and PD Chief Curriculum Officer Directors, Core Curriculum Content Specialists, Curriculum Leaders, Teachers	August, 2009 and ongoing	Completed curriculum documents

Five-Stage Curriculum Renewal Process

Stage	Stages	Activities	Activities	End Products
Stage 1	Planning for curriculum renewal and creating a vision	<ol style="list-style-type: none"> 1. Determine committee and support 2. Begin analysis and determine resources 3. Develop a tentative plan for curriculum renewal process 4. Examine ideas or trends 5. Determine ideal goals and characteristics of curriculum program 	Analyze the current organization Review current research Map K-12 courses Begin program analysis Find materials and resources Create tentative plans Analyze readings / conduct Use consultants Examine district Explore integration with subjects	Develop written curriculum renewal for content areas Develop subject-specific curriculum vision
Stage 2	Analyzing the existing program and planning for action	Analyze the curriculum in practice		Develop recommendations
Stage 3	Revising the existing curriculum	Creating curriculum	Create philosophy and goals Determine standards Redesign scope and sequence Identify instructional strategies Select resources Devise assessment procedures Develop a curriculum blueprint Identify specific course units	
Stage 4	Implementing the curriculum	Implement curriculum	Institute new written curriculum Communicates with parents and community Pilot programs Initiate appropriate professional development Revise specific courses and units	Newly implemented curriculum Plan for monitoring and evaluating program
Stage 5	Monitoring and evaluating the revised curriculum	Monitor and evaluate the revised implemented curriculum	Surveys Focus groups Teacher sharing Formal assessments	Written recommendations for curriculum

Calendar According to Stages
2009-2012

Content	2009-2010	2010-2011	2011-2012
Mathematics	Stages 1, 2, 3, 4 & 5	Stages 1, 2, & 3	Stages 4 & 5
English Language Arts	Stages 1, 2, 3, 4 & 5	Stages 1, 2, & 3	Stages 4 & 5
Science	Stages 1, 2, 3, 4 & 5	Stages 1, 2, & 3	Stages 4 & 5
History and Social Science	Stages 1, 2, 3, 4 & 5	Stages 1, 2, & 3	Stages 4 & 5
Foreign Language	Stages 1, 2, & 3	Stages 4 & 5	Stages 1, 2, & 3
Fine Arts	Stages 1, 2, & 3	Stages 4 & 5	Stages 1, 2, & 3

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Three-Tier Organizational Structure

The major goal is to write K-12 curriculum that supports student achievement. The model for the curriculum writing process is 3-tiered and comprised of a Curriculum Administrative Team, a Curriculum Task Force, and Curriculum Design Teams.

The **Curriculum Administrative Teams** will create a vision for the DPS curriculum. The primary role of its membership is to approve curriculum that will be moved to the schools for implementation. This group of administrators receives updates on curriculum writing progress from the Curriculum Task Force and it is comprised of the Chief Curriculum Officer (CCO), Area superintendents (2), Directors, and Principals (K-5, K-8, middle, and high school). The Curriculum Administrative Team will discuss curriculum at least three times per year.

The **Curriculum Task Force** is an administrative group that meets to identify and discuss curriculum needs. Some members serve as liaisons between the Curriculum Design Team and the Curriculum Administrative Team. Each member's main role is to ensure that the curriculum created gets implemented in his or her school. The Curriculum Taskforce will include all Directors. Membership of the Curriculum Task Force includes CCO, Area Superintendents, and Directors for the content area being addressed. The Curriculum Task Force will meet at least four times per year.

The **Curriculum Design Team** is made up of a group of designers who are content specialists in the curricular area and they will write the curriculum by determining essential standards, benchmarks, developing pacing guides, and a scope and sequence. Equal representation from every level is important. Much of the curriculum design work will take place during the school day. One parent will participate on a Curriculum Design Team for each content area.

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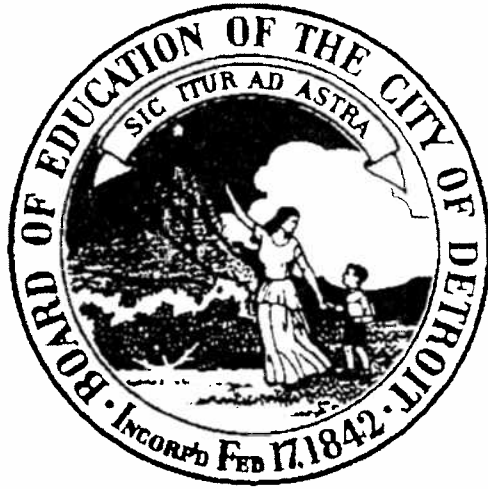
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FRAMEWORK FOR DISTRICT IMPROVEMENT
“AN ACADEMIC PLAN OF EXCELLENCE”

DETROIT PUBLIC SCHOOLS



“Transferring Knowledge – Transforming Minds”

Personnel and Professional Learning
Addendum

Teresa N. Gueyser, Esq., General Superintendent

December, 2009

Introduction

Background and Rationale

On July 9, 2009 the Board of Education for Detroit Public Schools adopted an Academic Plan. The Academic Plan provided a single, comprehensive school district plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The framework provides a structured means to improve teaching and learning to exceed state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the consolidated application. Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

The framework outlines the goals, objectives and core beliefs of the Detroit Public Schools (DPS) as they relate to the formation of a comprehensive academic plan. Improvement of student academic performance through the use of teaching for learning strategies, instructional leadership, personnel and professional learning, school and community relations and data/information management are key indicators in the establishment of a rigorous, relevant and real-world academic plan.

Central to the district's Academic plan is the development of all students to learn rigorous content with facility to apply it to new situations. The Academic Plan communicates a vision of teaching and learning that reflects high expectations for the intellectual quality of students and educator performance. If educators are to intellectually engage their students in depth of understanding and breadth of content coverage, they too must be intellectually engaged. Educators must, as a matter of personal responsibility, engage in continuous professional growth and the quest for knowledge as a lifelong pursuit. Quality professional/staff development opportunities provided by the school district and sought as a matter of professional integrity by each educator are essential to ensuring success for all students.

Standards of Teaching and Learning

The expectations for all students set forth through the *Framework for District Improvement, An Academic Plan of Excellence* vigorously emphasize research-based alignment of curriculum, instruction and assessment for the provision of differentiated teaching and learning that is regularly reviewed, monitored for effectiveness and communicated to all instructional staff. DPS instructional design will facilitate learning and achievement for all students through teachers' ability to:

"... you can't have a learning society without learning students, and you can't have learning students without learning teachers."

Fullan (1993)

"...degree of change is strongly related to the extent to which teachers interact with each other and provide technical help to one another."

Sparks (1990)

- a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;
- b. Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;
- c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;
- d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;
- e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- f. Design and implement instruction based on Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and national standards using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;
- h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;
- i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multi-media, artistic, and digital); and
- j. Design, adopt, implement, and advocate for accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

High expectations for the achievement of intellectually rigorous curriculum content and instructional design presuppose a different approach to teaching and learning for all students. This approach:

- emphasizes the connections between subject areas;
- places paramount importance on the ability to reason, solve problems, apply knowledge, and communicate effectively;
- requires that instructional practices encourage students to learn from active, independent inquiry into life situations; and,
- assumes that all educators become catalysts for students to pursue lifelong quests for learning and continuous growth.

In short, this approach to teaching for learning demands that all educators understand and apply the *Standard of Teaching and Learning* to the educational environment they create in schools and classrooms throughout our district. Consequently, it is

imperative to consider them when planning an educational environment, whether the environment is being planned for young learners or adult learners. When the standards are applied in a classroom setting, they ensure that students will become actively engaged in their learning.

Paradigm Shifts in Professional learning

Incorporating the standards for Teaching and Learning into the staff development of educators implies significant shift in our thinking about professional learning. Often traditional professional learning has been limited to brief, isolated in-service presentations which have explored topics of interest to most members of a school staff. Topics are frequently selected for their general applicability, rather than their relationship to district curricula being developed, to instructional and assessment strategies related to implementation of the curricula, or to the targeted problem areas identified through the school improvement process. In this traditional paradigm, staff members are seldom provided with opportunities to operationalize and adapt new learning, and rarely are they supported with implementation in their classrooms with guidance and feedback from coaches and colleagues.

Professional/staff development is effective when it is embedded in the school improvement process and aligned with curricular, instructional, and assessment decisions that result in the improved achievement of all students. Professional learning experiences must be planned within the context of school improvement, a collaborative process at the district, building, and classroom levels. Through the school improvement process, educators identify strengths and weaknesses of the organization and use that information as a basis for making positive changes in their district, buildings, and classrooms. Professional development plans are directly related to the identified needs and the knowledge, skills, and abilities that all educators within the learning community must possess in order to strengthen the organization and meet the needs of all students.

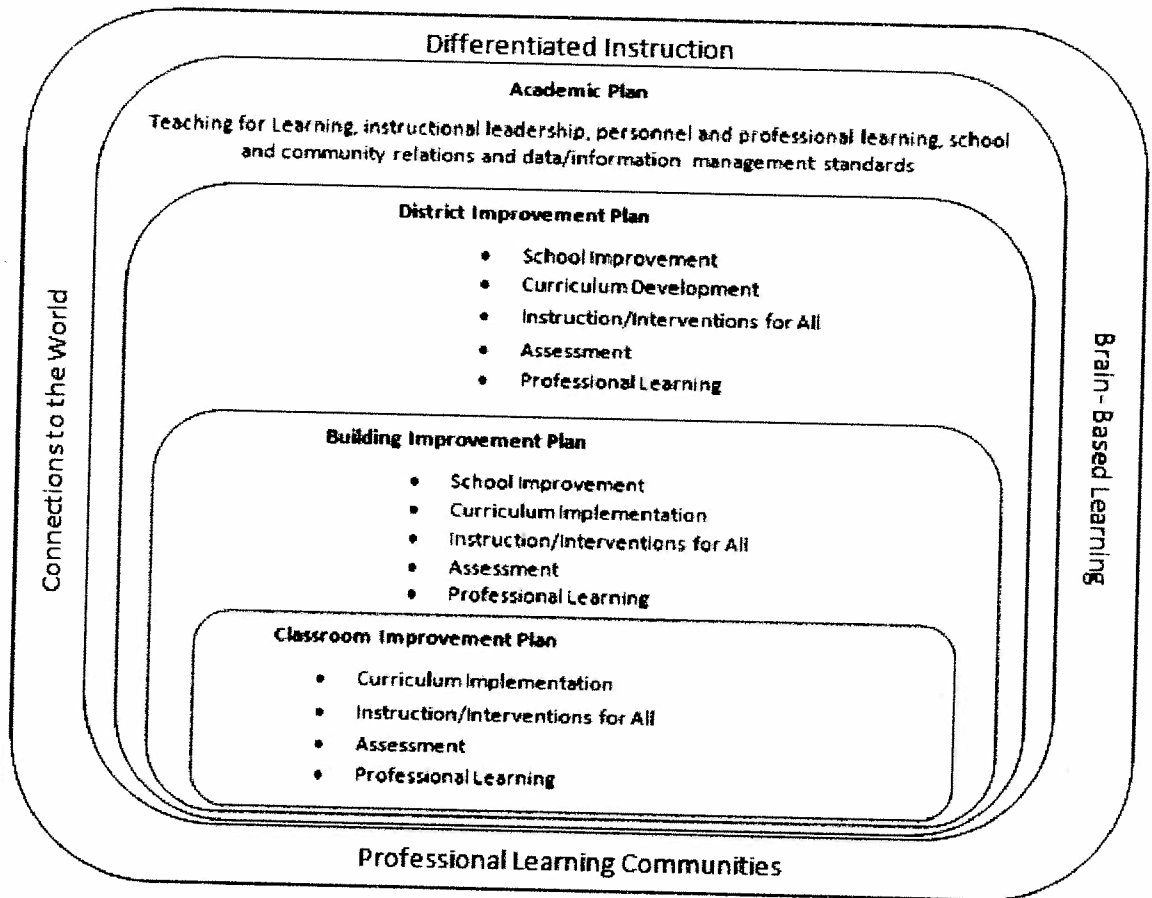
The figure on page 4 portrays professional development that is systemic, contextual, and intellectually rigorous, an important shift away from traditional event-centered approaches to professional learning. The nested boxes illustrate that classroom improvement initiatives are derived from the school improvement plan and building improvements grow from the District's Academic Plan. At all three levels of the organization — district, building, and classroom — professional learning is shown to be aligned with school improvement, curriculum, instruction, and assessment. The Academic Plan is featured on the graphic because it is pervasive to the organization as it is applied in each of the educational environments.

It is through ongoing and sustained professional development, offered as intellectually stimulating and meaningful learning experiences, that educators are encouraged to explore, question, and debate in order to integrate new ideas and strategies into their work with students and colleagues. Little will be accomplished in the new educational reform era without provision for renewal of the teaching and learning process.

It is through ongoing and sustained professional development, offered as intellectually stimulating and meaningful learning experiences, that educators are encouraged to explore, question, and debate in order to integrate new ideas and strategies into their work with students and colleagues.

To that end, the Detroit Public Schools approved a definition of quality professional development through the standard Personnel and Professional Learning to guide schools in making decisions about the quality of their professional development activities and strategies. The definition and standards make explicit the relationship which must exist between adult learning and student achievement.

Paradigm Shifts in Professional Learning



The Academic Plan provides a roadmap for our journey to excellence in instruction, research, creative activity, and public service.

Standards of Personnel and Professional Learning

The District's goal is to maintain highly qualified personnel and acknowledge the need to retool and support staff's professional growth. Professional Development will be embedded into the school day allowing for maximum skills delivery. All professional development is foundational to the over arching goals of the School Improvement Plan which drives the entire District. A collaborative process will be the norm to train staff on content and methods using proven researched-based strategies. All staff maintains a professional development log and develops a common language to drive instruction. According to *Professional Learning in the Learning Profession* from the National Staff Development Council (Darling-Hammond et al., 2009), the standard incorporates the following Key Findings:

"Professional development increases the capacity of all members of the learning community to pursue life-long learning."

- **Key Finding** - Sustained and intensive professional development for teachers is related to student achievement gains.
- **Key Finding** - Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms. When all teachers in a school learn together, all students in the school benefit.
- **Key Finding** - Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content is connected to other school initiatives and builds strong working relationships among teachers.
- **Key Finding** - U.S. teachers have limited influence in crucial areas of school decision-making. In many high-achieving nations where teacher collaboration is the norm, teachers have substantial influence on school-based decisions, especially in the development of curriculum and assessment, and in the design of their own professional learning.

To this end, the District seeks to provide quality professional development. The standard will be pervasive throughout the organization.

Professional Development Definition and Standards

The Detroit Public Schools promotes professional development, focusing on educators as central to school reform, yet including all members of the learning community, e.g., parents, community members, and all interested stakeholders. The District defines professional development as "a continuous process of improvement to promote high standards of academic achievement and responsible citizenship for all students. Professional development increases the capacity of all members of the learning community to pursue life-long learning."

The standards included in this document for Professional Development are taken from the National Staff Development Council Standards for Staff Development revised, 2001 that allow us to frame the discussion. These standards are organized into three categories: context, which addresses the organization or culture in which the new learning will be implemented; content, which refers to the skills and knowledge, both pedagogical and disciplinary, that effective educators need to possess or acquire through participation in professional development activities; and process, which describes the means for the acquisition of new knowledge and skills.

National Staff Development Council
Standards for Staff Development, Revised, 2001
 (Glossary of underlined terms located in the Appendix section.)

Professional development is standards-driven. It changes practice and leads to increases in student achievement.

Context Standards	<p>Staff development that improves the learning of all students:</p> <ul style="list-style-type: none"> • <u>Learning Communities</u> - Organizes adults into learning communities whose goals are aligned with those of the school and district. • <u>Leadership</u> - Requires skillful school and district leaders who guide continuous instructional improvement. • <u>Resources</u> - Requires resources to support adult learning and collaboration.
Content Standards	<p>Staff development that improves the learning of all students:</p> <ul style="list-style-type: none"> • <u>Equity</u> - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. • <u>Quality Teaching</u> - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. • <u>Family Involvement</u> - Provides educators with knowledge and skills to involve families and other stakeholders appropriately.
Process Standards	<p>Staff development that improves the learning of all students:</p> <ul style="list-style-type: none"> • <u>Data-Driven</u> - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. • <u>Evaluation</u> - Uses multiple sources of information to guide improvement and demonstrate its impact. • <u>Research-Based</u> - Prepares educators to apply research to decision making. • <u>Design</u> - Uses learning strategies appropriate to the intended goal. • <u>Learning</u> - Applies knowledge about human learning and change. • <u>Collaboration</u> - Provides educators with the knowledge and skills to collaborate.

"...degree of change is strongly related to the extent to which teachers interact with each other and provide technical help to one another."

Sparks (1990)

Professional Development Models

The *Standards for Professional Development* serves as a guide for the selection of professional development experiences to enhance educator knowledge of curriculum, instruction, and assessment. Professional development experiences should be selected for their relevance in assisting educators to enable all students to master a rigorous core academic curriculum and to meet or exceed the cognitive school improvement goals set forth in the District's Academic and building school improvement plans.

The *Standards for Professional Development* illustrates that professional development can take a variety of shapes and can be delivered in a variety of methods. While professional development can mean participation in workshops and conferences, it is frequently job embedded; that is, professional learning may take the form of curriculum development work, designing instructional interventions with subject area specialists, journaling and sharing experiences with colleagues, reading professional publications, collegial discussions at staff meetings, and a variety of other activities related to the ongoing work of the school.

Dr. Dennis Sparks, Executive Director of the National Staff Development Council, identifies five professional development models:

- (1) individually guided;
- (2) observation/assessment;
- (3) involvement in a curriculum development/school improvement process;
- (4) training; and
- (5) inquiry alone and in learning communities.

These five models demonstrate the evolving nature of professional development and suggest that professional development must occur within the context of the ongoing work of school improvement at the local building, in order to maximize the success of participants. This is not to suggest that professional development should occur exclusively at school, with local school personnel only, but rather that a rich array of experiences should be planned for educators within the context of the daily work of the school and the district.

Dr. Sparks' *Five Models of Staff Development* is briefly defined as follows:

1. Individually guided professional development occurs when teachers plan and participate in activities they believe will promote their own learning. They determine their professional development goals and design activities to meet them — experiences which employ their preferred modes of learning.

2. Observation/assessment is a model that depends on objective observation, followed by analysis and feedback on what was observed. It can take many forms, including peer coaching, videos of exemplary practice, clinical supervision, and teacher evaluation.

If authentic professional growth is to be sustained, a permanent infrastructure of ongoing support for adult learners through learning communities and study groups must be created at the building and district levels.

3. *Involvement in a development/improvement process* focuses on participation in the design of curriculum and/or the achievement of school improvement goals — often as a member of a building or district curriculum or school improvement committee. Participation in such processes may cause changes in attitudes, as well as the acquisition of important knowledge and skills.

4. *Training*, the most common form of staff development, has the power to alter teachers' knowledge, attitudes, and instructional skills, as well as student achievement, if all training components are present (exploration/presentation of theory, demonstration and modeling, opportunities for practice, feedback on performance, and ongoing coaching).

5. *Inquiry* begins with the identification of a problem, and teachers, individually or collaboratively, explore methods of gathering data. They analyze and interpret the data and make changes in their practice. Finally, new data are collected and analyzed to determine the effects of the change in their classrooms or building.

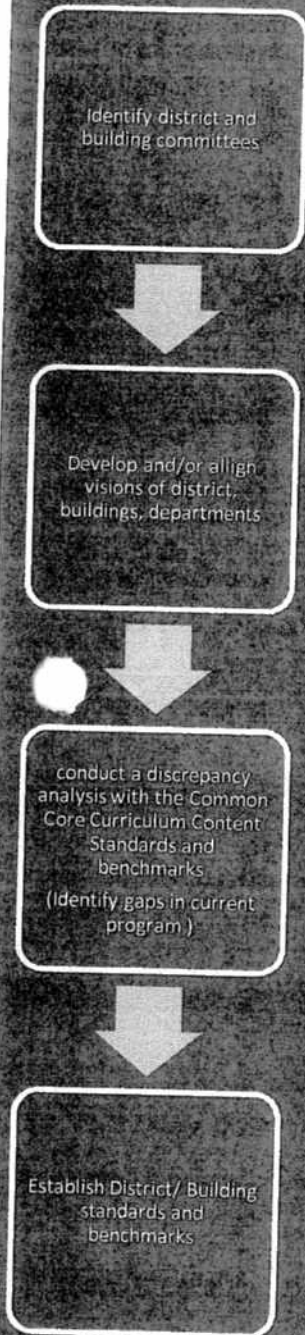
Certainly, Dr. Sparks enlarges our traditional notion of professional/staff development as only in-service training and workshops. While the five models might be combined in any number of ways, each demonstrates that professional learning is not a series of unrelated episodes, but that it includes follow-up and coaching built into the experience. Successful professional learning communities:

- are committed to shared learning goals;
- maintain a climate of trust and openness;
- foster honest communication;
- believe that diversity is advantageous;
- encourage risk taking;
- nurture self-reflection and correction; and,
- promote shared leadership.

If authentic professional growth is to be sustained, a permanent infrastructure of ongoing support for adult learners through learning communities and study groups must be created at the building and district levels.

Steps for Designing a Customized and Differentiated Professional Development Plan

Planning Chart



The overarching goal is for the district to offer a customized and differentiated professional development model that is embedded in proven researched based practice. In order to meet the goal, District curriculum committees, composed of representatives from the district school improvement committee, work to develop a core academic curriculum in the areas of English language arts, mathematics, science, and social studies. The district curriculum content standards reflect the state and national content standards and are aligned with the vision, mission, and cognitive goals of the district's Academic Plan. Curriculum benchmarks are articulated K - 12, and benchmark indicators, instructional strategies, and programs are identified. Specific intervention strategies are created for special populations of students, in order to ensure that all students achieve the challenging standards. Simultaneous with the curriculum development work, the rudiments of an assessment plan for monitoring student achievement of the content standards and the basics of a district-wide professional development plan are formulated.

The following outline of steps may be useful as the district committees consider professional development related to the core academic curriculum and cognitive goal expectations for all students.

Step One:

The district school improvement committee identifies professional development needs at the district, building, and classroom level in order to implement the district core academic curriculum. Need can be determined by one or more of the following:

- educator knowledge of the content area standards and benchmarks;
- student performance on MEAP, MME, NAEP and other assessments;
- educator self-assessment of pedagogical knowledge, including the *Standards for Teaching and Learning*;
- educator understanding of techniques for incorporating interdisciplinary learning, technology, and workplace connections into instruction; and,
- strategies that are customized to meet the needs of all learners in the classroom.

Step Two:

The district school improvement committee develops the district professional development plan, using the district identified needs assessment results, the *Definition of and Standards for Professional Development*, and the planning chart located in the margin to consider context, content, and process for delivery. The plan includes the following elements:

- goals for adult learning;
- strategies for meeting goals;
- a timeline;
- resources, including professional development providers;
- a budget; and,

The District School Improvement Team should answer the following questions . . .

- What should students know and be able to do?
- Are assessments measuring what students are expected to know?
- What training is needed to provide alignment among content, instruction, and assessment?
- Are parents and students included on the committees?
- Do the content area visions align with the district vision?
- Is the district/school conducted discrepancy analyses?
- Do learning experiences align with what the curriculum says students need to know and do?
- What are the district's school improvement goals?

- an evaluation plan.

(b) The building level school improvement team develops the building professional development plan, using the building and classroom level identified needs assessment results, the *Definition of and Standards for Professional Development*, and the planning chart. It is closely aligned with the cognitive goals of the District's Academic Plan and with the results of student achievement assessments. The building plan contains the same elements as the district level plan.

(c) Each educator develops a personal professional development plan using the building and classroom level identified needs assessment results, the *Definition of and Standards for Professional Development*, the planning chart, and a personal assessment of need for content area knowledge and pedagogical skills. Personal plans are aligned with the cognitive goals of the District's Academic Plan, and coordinated with the professional development initiatives provided through the building level planning.

Step Three:

The district and building school improvement committees initiate implementation of the professional development plans, using the *Definition of and Standards for Professional Development* and the questions listed in the margin to help guide selection of professional development leaders and trainers, as well as the various methods for delivery.

Step Four:

At both the district and building levels, time, resources, and opportunities for follow-up, collegial dialogue, and coaching are provided. Time is a critical element, and substantial blocks of time are necessary for forming study groups, planning, sharing, collaborating, and reflecting.

Castle and Watts in their Phi Delta Kappan article, entitled, *The Time Dilemma in School Restructuring*, outline six approaches to creating time:

1. Using substitutes or releasing students. Some schools are effectively using one morning or afternoon a week for professional development and other related school improvement activities.
2. Purchasing time by using permanent substitutes, retirees, or giving compensation for weekend or summer work.
3. Scheduling time on a regular basis by providing common planning time for teachers working with the same students or teaching the same grade. This is often done in schools using instructional teams, but it can be done in other schools, if assistance is provided through block scheduling.

"... professional learning is a series of unrelated episodes, but that it includes follow-up and coaching built into the experience."

Sparks (1990)

4. Restructuring time by permanently altering teaching responsibilities, the teaching schedule, school day, or calendar year.
5. Making better use of available time and staff by starting meetings promptly, re-prioritizing agenda items, using adult volunteers to provide coverage at recesses, and expediting communication through e-mail and written messages.
6. Using occasional large classes for special topics, for exposure to arts, or presentations of outside "experts" in order to free up teachers to meet.

Step Five:

The professional development plans are **evaluated** yearly on their attainment of the organization's vision and goals; **changes in the practice** of teachers and administrators; and on increases in student achievement, as **demonstrated** on the MEAP/MME, NAEP or other standardized test as well as district, building, and classroom assessments.

Step Six:

Based on the evaluation, the district and building professional development plans are reviewed yearly and refined and **reinvented as needed**. All educators in the district are encouraged to **evaluate** their own professional growth and make yearly revisions in their individual professional development plans as well. These revisions should be based on student achievement data and on changes in district and building organizational goals.

Professional Development Resources

English Language Arts

A manual entitled *Guidelines for the Professional Development of Teachers of English Language Arts* was developed by the Michigan English Language Arts Framework (MELAF) Project Teacher Education Task Force. It is intended for university based teacher educators, teachers of English language arts, school administrators, and leaders of professional development. Because an integrated view of English language arts requires a re-conceptualization of the discipline, this resource is designed to address the needs of English language arts educators at the K-12 levels who must engage in continuous learning and study of their practice. The document includes assumptions about English language arts professional development and six guidelines accompanied by: elaboration of the guideline; vignettes that show guideline principles in action and reflect the state's Standards for Professional Development; focus questions that suggest ways of responding to the vignettes; and action implications that suggest strategies for implementation.

Additional professional development resources, including yearly calendars of events, annual conference news, regional and state workshop schedules, newsletters, and publications are available from the many literacy-related organizations and initiatives in Michigan. The three major professional associations are the Michigan Association of Speech Communications (MASC), the Michigan Council of Teachers of English (MCTE), and the Michigan Reading Association (MRA). Lastly, the National Council of Teachers of English (NCTE) and International Reading Association (IRA) published jointly *The Standards for the English Language Arts*. The standards were designed to complement other national, state, and local standards and contribute to ongoing discussion about English language arts classroom activities and curricula.

Mathematics

There is a myriad of professional development opportunities in mathematics education. Major statewide initiatives, including Making Mathematics Accessible to All (MMAA) and the Michigan Mathematics In-service Project (MMIP), along with hundreds of local district efforts have been developed and implemented to assist teachers studying issues about content, instruction, and assessment. State and national professional organizations have provided both leadership and resources for professional development.

The National Council of Teachers of Mathematics has developed standards for content, assessment, and professional development. The Professional Standards for Teaching Mathematics (NCTM, 1991) document includes four major sections: Standards for Teaching Mathematics; Standards for the Evaluation of the Teaching of Mathematics; Standards for the Professional Development of Teachers of Mathematics; and the Standards for the Support and Development of Mathematics Teachers and Teaching. The document provides elaborations, vignettes, and summaries for each standard. It is an essential tool for those involved in mathematics education.

"Organizations that build in continuous learning and continuous teaching in jobs at all levels will dominate the twenty-first century..."

Drucker (1992)

The Professional Learning Community members determine areas in which additional learning would be helpful and read articles, attend workshops or courses, or invite consultants to assist them in acquiring necessary knowledge or skills.

The Michigan Council of Teachers of Mathematics, the Detroit Area Council of Teachers of Mathematics, and the regional mathematics and science centers have collaborated to provide materials and conferences suitable for the continuing professional development of educators throughout the state. With technology, meaningful professional development that extends to resources beyond conventional activities has become an attractive alternative for many educators. Access to and quality of professional development opportunities will continue to evolve to serve and support educators.

Science

Regional Mathematics and Science Centers provide many services in support of local professional development. Along with workshops and other learning experiences for teachers, they act as resource clearinghouses and disseminate information about statewide programs. Centers are listed in the Science Education Guidebook, a resource and planning guide available from the Michigan Center for Career and Technical Education, Michigan State University. The guidebook also contains detailed suggestions for improving professional development related to science teaching, as well as models of curricula for science literacy and approaches to teaching and assessment. Both the Michigan Science Teachers Association and the Metropolitan Detroit Science Teachers Association hold annual conferences with many sessions on science teaching and curricula, as well as exhibits of commercial and nonprofit instructional materials (call your regional mathematics and science center for more information). Colleges, universities, science museums, and nature centers also provide professional development opportunities for teachers. Lastly, the National Education Science Standards is a definitive source for science teaching, professional development, assessment, program, and content standards. In short, this is the road map to reform in science education as well as a detailed outline of what's expected these days—from you and your students.

Social Studies

As part of the Social Studies Frameworks, the Michigan Social Studies Education Project has developed a set of teaching standards to describe the kind of classroom instruction needed to enable students to meet the new curriculum content standards. Lastly, the National Council for Social Studies published the Expectations of Excellence: Curriculum Standards for Social Studies. This valuable resource defines and presents each of the ten thematic strands and correlated performance expectations for three distinct levels: early grades, middle grades, and high schools. Included are an executive summary and a special supplement on powerful teaching and learning. The NCSS also sponsors PASS which stands for Powerful and Authentic Social Studies. This comprehensive professional development package, which includes a DVD or video, provides social studies educators with professional training in curriculum design, assessment, and instruction in a standards-based environment.

PLANNING EFFECTIVE PROFESSIONAL DEVELOPMENT

How might we ensure that the new curriculum doesn't end up on a shelf, that it is more than a paper or written curriculum, and that it becomes the taught and learned curriculum? As educators use the District's *Academic Plan* to design K-12 district curricula, they might begin by assessing the professional development needs of their staffs. Building and district-level educators are encouraged to use this chart to reflect on and evaluate their current professional development programs in light of the *district's Standards for Professional Development*.

CONTEXT — the organization or culture in which the new learning will be implemented.

- Are professional development plans aligned with the goals of the building and district school improvement plans?
- Are all educators in the district encouraged to construct yearly individual professional development plans which reflect building and district plans?
- Are disaggregated student achievement data (including state MEAP/MME, NAEP scores and district, building, and classroom assessment) used in designing and evaluating individual, building, and district professional development plans?
- Are individual, building, and district professional development plans related to ongoing curriculum development planning and elements of the Common Core Curriculum?
- Are educators at the classroom, building, and district levels familiar with current research on change and how it applies to professional development planning and the implementation of the Common Core Curriculum?
- Are staff development and in-service activities part of a continuum of interrelated experiences rather than separate events?
- Are building and district professional development plans promoting a culture of collaboration and collegiality?

CONTENT — the knowledge and skills, both disciplinary and pedagogical, that effective educators need to possess or acquire — the actual content of professional development.

What is it that educators need to know and be able to do to help all students achieve challenging content standards?

How do sustained professional development plans at the individual, building, and district levels facilitate and enhance educators' understanding about the following?

- The knowledge, skills, and processes embodied in the content standards and benchmarks of the various disciplines within the Common Core Curriculum
- The process of curriculum development based on content standards
- Alignment of instructional and assessment practices to standards-based curriculum
- The design of standards-based units of instruction
- District, building, and classroom implications of MEAP/MME and NAEP
- The creation of a system designed to assess achievement of content standards at the classroom, building, and district levels
- Instructional and assessment strategies which incorporate the *Standards for Teaching and Learning* (differentiated instruction, brain-based learning, professional learning communities and connections to the world beyond the classroom)
- Connecting with the learner — strategies which ensure that all learners have opportunities to achieve at high levels
- Techniques for connecting content standards within, between, and among subject areas and designing interdisciplinary units of instruction
- Use of technology for knowledge acquisition, communication and information management, problem solving, creative expression, research, and design
- Workplace connections, including career exploration, employability skills, applied learning and, coordination with occupational preparation programs

PROCESS — the means for the delivery and acquisition of new knowledge and skills

What processes or professional development delivery systems are used to help adults acquire the professional knowledge and skills needed to facilitate student learning?

Is professional development delivered in a variety of methods? Are educators given opportunities to participate in the five models of professional development as identified by Dennis Sparks? How is each of the following models used?

- Individually guided professional development
- Observation/assessment
- Involvement in curriculum development and school improvement
- Training by recognized resource people within the learning community
- Inquiry and reflective practice

Are adult learning conditions, needs, and styles considered in planning professional development?

Do professional development experiences incorporate the *Standards for Teaching and Learning* (differentiated instruction, brain-based learning, professional learning communities and connections to the world beyond the classroom) and nurture the development of an active learning community?

Are sufficient time and opportunity provided for collegial dialogue, as well as study groups, mentoring, peer coaching, and other research-based strategies designed to support and sustain professional growth?

Appendix

DRAFT

Glossary

Learning Communities

The standard

Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

The rationale

Staff development that has as its goal high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning.

Learning teams may be of various sizes and serve different purposes. For instance, the faculty as a whole may meet once or twice a month to reflect on its work, engage in appropriate learning, and assess its progress. In addition, some members of the faculty may serve on school improvement teams or committees that focus on the goals and methods of schoolwide improvement. While these teams make important contributions to school culture, learning environment and other priority issues, they do not substitute for the day-to-day professional conversations focused on instructional issues that are the hallmark of effective learning communities. Learning teams meet almost every day and concern themselves with practical ways to improve teaching and learning. Members of learning communities take collective responsibility for the learning of all students represented by team members. Teacher members of learning teams, which consist of four to eight members, assist one another in examining the standards students are required to master, planning more effective lessons, critiquing student work, and solving the common problems of teaching.

The teams determine areas in which additional learning would be helpful and read articles, attend workshops or courses, or invite consultants to assist them in acquiring necessary knowledge or skills. In addition to the regular meetings, participants observe one another in the classroom and conduct other job-related responsibilities. Learning communities are strengthened when other support staff, administrators, and even school board members choose to participate, and when communication is facilitated between teams. Because of this common focus and clear direction, problems of fragmentation and incoherence that typically thwart school improvement efforts are eliminated.

Administrator learning communities also meet on a regular basis to deepen participants' understanding of instructional leadership, identify practical ways to assist teachers in improving the quality of student work, critique one another's school improvement efforts, and learn important skills such as data analysis and providing helpful feedback to teachers.

Many educators also benefit from participation in regional or national subject-matter networks or school reform consortia that connect schools with common interests. While most such networks have face-to-face meetings, increasing numbers of participants use electronic means such as eWorkshops, videos, e-mail, listservs, and bulletin boards to communicate between meetings or as a substitute for meetings. Such virtual networks can provide important sources of information and knowledge as well as the interpersonal support required to persist over time in changing complex schoolwide or classroom practices.

Leadership

The standard

Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

The rationale

Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels. Ambitious learning goals for students and educators require significant changes in curriculum, instruction, assessment, and leadership practices. Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers. They ensure that all stakeholders - including the school board, parent teacher organizations, and the business community - understand the link and develop the knowledge necessary to serve as advocates for high quality professional development for all staff.

Staff development leaders come from all ranks of the organization. They include community representatives, school board trustees, administrators, teachers, and support staff.

Principals, superintendents, and other key personnel serve as instructional leaders, artfully combine pressure and support to achieve school and district goals, engage parents and other caretakers in the education of their children, and establish partnerships with key community institutions that promote the welfare of all students. They are clear about their own values and beliefs and the effects these values and beliefs have on others and on the achievement of organizational goals. As primary carriers of the organization's culture, they also make certain that their attitudes and behavior represent the values and practices they promote throughout the school or district.

Skillful leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish district goals and continuously improve the school or district's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee contracts, annual calendars, and daily schedules provide adequate time for learning and collaboration as part of the workday. In addition, they align district incentive systems with demonstrated knowledge and skill and improvements in student learning rather than seat-time arrangements such as courses completed or continuing education units earned.

Principals and superintendents also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge and skills and other forms of support that ensure success in these new roles. These leaders read widely, participate in learning communities, attend workshops and conferences, and model career long learning by making their learning visible to others. All leaders make use of various electronic tools to support their learning and make their work more efficient. They use e-mail, listservs, bulletin boards, Internet, and other electronic means to communicate, locate research and other useful information, and seek assistance in problem solving. They enlist other electronic tools to organize and schedule their work, produce and share documents, and increase their accessibility to colleagues, parents, and community members. Skillful leaders are familiar with the strengths and weaknesses of various electronic learning processes for themselves and others and make certain these processes are appropriately matched to individual and organizational goals.

Resources

The standard

Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

The rationale

Professional learning may be viewed either as an investment that will pay future dividends in improved staff performance and student learning or an expense that diminishes a school district's ability to meet its other financial obligations. While the latter view has been dominant in many school districts, the National Staff Development Council's position is that well designed and implemented professional development for school employees is an essential long-term investment in successfully teaching all students to high standards.

Well designed professional development creates learning communities that provide mutual support and focus everyone's attention and learning on a small number of high priority goals. While the vast majority of educators' professional learning should occur during the school day in collaboration with colleagues, it is also important that they acquire knowledge from sources outside the school by attending workshops and state and national conferences. However, when most teachers' and principals' professional learning occurs away from the school, it serves as a centrifugal force that leads to fragmentation and incoherent improvement efforts.

Professional development resources may serve many purposes. For instance, they may fund trainers who help teachers and administrators implement new instructional strategies and successfully use technology in their classrooms. They may provide full or part-time in-school coaches who assist teachers and principals in implementing standards-based curriculum in classrooms serving an increasingly diverse student population. In addition, these resources may support the use of external consultants or facilitators

who assist the schools and teams in planning and evaluation of program efforts. They can also fund substitutes who cover classes while enabling educators to learn about leading-edge ideas and practices through attendance at state and national conferences.

Funds may also be used to provide stipends for lead teachers to serve as mentors or members of training cadres. To these ends, NSDC advocates that school districts dedicate at least ten percent of their budgets to staff development and that at least 25 percent of an educator's work time be devoted to learning and collaboration with colleagues. While many schools allocate one percent or less of their budgets to professional development and offer virtually no time for adult learning and collaboration, others have found ways to provide resources that approach the amounts recommended by the Council.

Because technology purchases have increased dramatically in many school districts during the past decade, often with little attention given to the development of teachers' abilities to use the technology, NSDC advocates that at least 30 percent of the technology budget be devoted to teacher development in this area. Without opportunities to learn, plan, and practice what they have learned, district investments in technology will fail to produce the intended benefits for students.

To make certain that resources invested in staff development achieve their intended results, district incentive systems such as salary supplements for graduate degrees may be redirected to reward demonstrations of knowledge and skill and student learning gains rather than seat-time arrangements such as courses taken or continuing education units earned. These changes require extensive discussions among key district leaders about the organization's purposes and the role of professional learning in improving student achievement. They are also likely to require significant modifications of collective bargaining agreements. However, recognizing that resources for professional development will continue to be scarce, it is vital that the resources be aligned to support the outcomes the districts seek for their educators and students.

Data-Driven

The standard

Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

The rationale

Data from various sources can serve a number of important staff development purposes. First, data on student learning gathered from standardized tests, district-made tests, student work samples, portfolios, and other sources provide important input to the selection of school or district improvement goals and provide focus for staff development efforts. This process of data analysis and goal development typically determines the content of teachers' professional learning in the areas of instruction, curriculum, and assessment.

Helpful data are typically drawn from other sources, including norm-referenced and criterion referenced

tests, grade retention, high school completion, reports of disciplinary actions, school vandalism costs, enrollment in advanced courses, performance tasks, and participation in post-secondary education. Data on individual tests can be analyzed to learn how much students advanced in one year as well as particular strengths and weaknesses associated with the focus of the test. These data are typically disaggregated to reveal differences in learning among subgroups of students. The most common forms of disaggregation include gender, socioeconomic status, native language, and race.

A second use of data is in the design and evaluation of staff development efforts, both for formative and summative purposes. Early in a staff development effort, educational leaders must decide what adults will learn and be able to do and which types of evidence will be accepted as indicators of success. They also determine ways to gather that evidence throughout the change process to help make midcourse corrections to strengthen the work of leaders and providers. Data can also indicate to policy makers and funders the impact of staff development on teacher practice and student learning.

A third use of data occurs at the classroom level as teachers gather evidence of improvements in student learning to determine the effects of their professional learning on their own students. Teacher-made tests, assignments, portfolios, and other evidence of student learning are used by teachers to assess whether staff development is having desired effects in their classrooms. Because improvements in student learning are a powerful motivator for teachers, evidence of such improvements as a result of staff development experiences helps sustain teacher momentum during the inevitable frustrations and setbacks that accompany complex change efforts. Another benefit of data analysis, particularly the examination of student work, is that the study of such evidence is itself a potent means of staff development. Teachers who use one of several group processes available for the study of student work report that the ensuing discussions of the assignment, the link between the work and content standards, their expectations for student learning, and the use of scoring rubrics improve their teaching and student learning.

If data are to provide meaningful guidance in the process of continuous improvement, teachers and administrators require professional development regarding data analysis, designing assessment instruments, implementing various forms of assessment, and understanding which assessment to use to provide the desired information. Because the preservice preparation of teachers and administrators in assessment and data analysis has been weak or nonexistent, educators must have generous opportunities to acquire knowledge and skills related to formative classroom assessment, data collection, data analysis, and data-driven planning and evaluation.

Evaluation

The standard

Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

The rationale

The quality of staff development experienced by many teachers and administrators varies considerably from year to year and even from teacher to teacher in the same school. As a result, many educational

leaders and policy makers are skeptical about the value of staff development in improving teaching and student learning. Well-designed staff development evaluation can address this skepticism by serving two broad purposes: (1) improving the quality of current staff development efforts, and (2) determining the effects of staff development in terms of its intended outcomes.

Evaluation design is determined by the purpose for the evaluation—to improve something or to judge its worth—and by the audience for the evaluation's findings. The evaluation process begins in the planning stages and is based on clarity of thought regarding outcomes, the adult learning processes that will be used, and the evidence that is required to guide decision making. It asks and answers significant questions, gathers both quantitative and qualitative information from various sources, and provides specific recommendations for future action.

If staff development is to improve student learning, many levels of change are required, each with its own particular evaluation challenges. Unfortunately, a great deal of staff development evaluation begins and ends with the assessment of participants' immediate reactions to workshops and courses. While this information may be helpful to staff development planners, good evaluation design also gathers additional information. Beyond the (1) initial collection of data on participants' reactions, evaluation must focus on (2) teachers' acquisition of new knowledge and skills, (3) how that learning affects teaching, and in turn (4) how those changes in practice affect student learning. In addition, evaluators may also be asked to provide evidence of (5) how staff development has affected school culture and other organizational structures.

Staff development leaders must also recognize that different audiences require different evidence. Because the vast majority of decisions about staff development are made in district offices and at school improvement team meetings, the urgent pressure that many school leaders feel to improve student learning means that they are interested in knowing now if staff development as it is practiced with their teachers and administrators is making a difference. They are not willing to wait several months for the district to receive the results of its standardized testing. Likewise, teachers want to know if staff development is making their work more effective and efficient, particularly whether improvements in student learning justify the often difficult changes they are being asked to make.

School board members and state legislators, however, want to know if their increased investment in staff development is paying off in improvements on state measures. While state and local policy makers may prefer evidence derived from more rigorous evaluation designs, it is important to remember that they may also be influenced by anecdotes and other informal assessments they hear from teachers or principals at meetings or in other settings.

Staff development evaluation must take into consideration each group's needs with regard to evaluation data. It must ensure the process is in place to collect the needed data and that the audience has the prerequisite knowledge and skills to interpret and use the information.

Research-Based

The standard

Staff development that improves the learning of all students prepares educators to apply research to decision making.

The rationale

The charisma of a speaker or the attachment of an educational leader to an unproven innovation drives staff development in far too many schools. Staff development in these situations is often subject to the fad du jour and does not live up to its promise of improved teaching and higher student achievement. Consequently, it is essential that teachers and administrators become informed consumers of educational research when selecting both the content and professional learning processes of staff development efforts.

A problem in the use of the term "research-based" is that it is applied equally to practices that vary considerably in the scientific rigor used in their investigation. For instance, a person who reads an article in a professional journal in which the author advocates the use of a particular practice without providing any supporting evidence for that assertion may later carelessly describe that practice to others as "research-based." Other studies may cite only teachers' reports of changes in their own teaching practice and improved student learning as sufficient evidence for the value of the innovation. Still other studies may have methodologies that include pretests and post-tests of students and teachers, classroom observation of teachers' instructional practice, and random assignment of students to control and experimental groups.

To further add to the confusion, popular educational journals frequently publish articles in which a researcher critiques the work of another researcher in a way that often produces more heat than light, perplexity rather than clarity. While widely varied in their scientific and intellectual rigor, these and many other examples add to the confusion teachers and administrators feel when asked to select research-based improvement strategies. Consequently, it is critical that teams of teachers and administrators take the time to study methodically the research that supports the claims made by advocates of a particular approach to instructional improvement or whole-school reform. Such study often extends for several months and includes reading research reports (particularly those that have been published in peer reviewed journals), talking with researchers on the telephone or inviting them to the school, and visiting schools that have adopted this approach. During this review, school leaders compare the students on whom the research was conducted with the students in their school, examine the research methodology, and determine if the researcher's conclusions reflect the evidence that was provided. It may also be helpful for the team to contrast the research with that of others who make competing claims.

Because teachers and administrators often seek improvements in areas in which there is little research or in which researchers' present contradictory findings, it is important that they design pilot studies to determine the effectiveness of new approaches before proceeding with large-scale implementation. While such studies (sometimes called action research) do not require the scientific rigor of more formal research, it is critical that they clearly stipulate the program's goals, methods, and the types of evidence that will be accepted as indicators of success. Such evidence often includes student gains on teacher-made tests and improvements on appropriate performance tasks.

The standard

Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

The rationale

Just as successful teaching requires that teachers be adept at using a variety of research-based instructional strategies, so too does successful staff development require that planners select learning strategies that are appropriate to the intended outcome and other situational factors. That means that staff development leaders and providers must be aware of and skillful in the application of various adult learning strategies.

For many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. They are also often unaware that training sessions and coursework must include numerous live or video models of new instructional strategies, demonstrations in teachers' classrooms, and coaching or other forms of follow-up if those strategies are to become a routine part of teachers' instructional repertoire.

It is essential that staff development leaders and providers select learning strategies based on the intended outcomes and their diagnosis of participants' prior knowledge and experience. For instance, while awareness of new ideas may be achieved through large group presentations that approach alone is unlikely to lead to changes in teaching practice. An extended summer institute with follow-up sessions throughout the school year will deepen teachers' content knowledge and is likely to have the desired effect. A two-hour after-school work-shop will not achieve that goal. And while teachers are likely to adapt their instruction to new standards-based curriculum frameworks through the joint planning of lessons and the examination of student work with their colleagues, simply reading a journal article about the standards will in most cases be insufficient.

The most powerful forms of professional development often combine learning strategies. To promote the development of new instructional skills, training may be combined with coaching, study groups, and action research. To promote the skillful implementation of a standards-based curriculum, study of the subject with a content expert may be combined with curriculum replacement units and a course on the development of rubrics.

Technology provides a useful tool for accessing various means of professional learning. It provides for the individualization of teacher and administrator learning through the use of CD-ROMs, e-mail, the Internet, and other distance learning processes. Technology enables educators to follow their unique learning goals within the context of schoolwide staff development plans. They may download lesson plans, conduct research on a particular topic, or compare their students' work with that of students in other schools or even other countries who are participating in similar lessons. Technology also makes it possible for teachers to form virtual learning communities with educators in schools throughout the country and

around the world. For example, teachers may become members of online subject-area networks, take online courses, and contribute to action research projects being done in various locations around the country.

Learning

The standard

Staff development that improves the learning of all students applies knowledge about human learning and change.

The rationale

No matter the age at which it occurs, human learning is based on a common set of principles. While adults have more life experience to draw on than younger learners and are often clearer about what they want to learn and why it is important, the means by which the learning occurs is remarkably similar. Consequently, it is important that the learning methods used in professional development mirror as closely as possible the methods teachers are expected to use with their students.

It is essential that staff development assist educators in moving beyond comprehension of the surface features of a new idea or innovation to a fuller and more complete understanding of its purposes, critical attributes, meaning, and connection to other approaches. To improve student achievement, adult learning under most circumstances must promote deep understanding of a topic and provide many opportunities for teachers and administrators to practice new skills with feedback on their performance until those skills become automatic and habitual. Such deeper understanding typically requires a number of opportunities to interact with the idea or procedure through active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving.

Because people have different learning styles and strengths, professional development must include opportunities to see, hear, and do various actions in relation to the content. It is also important that educators are able to learn alone and with others and, whenever possible, have choices among learning activities.

Another important dimension of adult engagement in change processes is the feelings that such change often evokes in individuals. Even under the best of circumstances, pressure for change, no matter what its source, may produce feelings of anxiety, fear, and anger. Such feelings are most effectively addressed through skillful listening and problem solving within a respectful and trusting school culture. It is helpful for educational leaders to appreciate that, to some degree, such feelings are natural and an inevitable part of the change process. Such appreciation is aided when leaders have a deep understanding of the change literature, particularly the Concerns-Based Adoption Model, and are able to apply its insights when planning and implementing new practices in schools.

A third dimension of change is the life stage of individuals engaged in the change process. While recognition of life stage differences would not alter expectations for performance, it may affect an individual's availability and interest in additional work responsibilities during different phases of his or her

life. Recognition of life stage differences may also help staff development leaders in tapping educators' strengths and talents, such as asking skillful veteran teachers to serve as mentors or coaches for their peers.

Electronic forms of learning may prove particularly helpful in providing alternatives that respond to differences in learning styles and availability due to life stage issues. Staff development content may be accessed via the Internet or other forms of distance technology that will enable learning throughout the day in various settings using media that appeals to different learning preferences.

Collaboration Skills

The standard

Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

The rationale

Some of the most important forms of professional learning and problem solving occur in group settings within schools and school districts. Organized groups provide the social interaction that often deepens learning and the interpersonal support and synergy necessary for creatively solving the complex problems of teaching and learning. And because many of the recommendations contained in these standards advocate for increased teamwork among teachers and administrators in designing lessons, critiquing student work, and analyzing various types of data, among other tasks, it is imperative that professional learning be directed at improving the quality of collaborative work.

Staff development provides teachers and administrators appropriate knowledge and skills regarding group processes to ensure various teams, committees, and departments within schools achieve their goals and provide satisfying and rewarding experiences for participants. Because acquisition of this knowledge and skill has not typically been a part of educators' professional preparation and because leaders often underestimate its importance, it is essential that professional learning focused on helping educators work together successfully be given a high priority. Organized groups usually go through several stages in their development as participants come together, begin to know one another at deeper levels, get clear about the group's purpose and ground rules, surface and address the inevitable conflict that such work elicits, and become effective at performing the group's work in a manner that satisfies both the task and interpersonal expectations of participants. It is important that participants understand that these phases are a natural part of group development and that they be given opportunities to learn strategies for addressing problems that arise along the way. Outside facilitators can be helpful to groups as they navigate these unfamiliar waters.

One of the most difficult tasks of such groups is constructively managing the conflict that inevitably arises when participants discuss their fundamental beliefs about teaching and learning and seek the best ways to improve student achievement. Some schools have managed conflict by steering away from controversial issues or pretending that significant disagreements do not exist. Such "pseudo community" or "contrived

collegiality" is a barrier that inhibits educators from speaking honestly with one another about their views on important issues, which is a critical first step in conflict resolution. These candid conversations are essential in reaching consensus on long-term goals and strategies and in finding solutions to the perennial problems of teaching and school leadership.

While collaborative, face-to-face professional learning and work are the hallmarks of a school culture that assumes collective responsibility for student learning, technology will increasingly provide a means for new and different forms of collaboration. Technology will enable teachers and administrators from around the country and world to share ideas, strategies, and tools with one another in ways that will dramatically increase the number of collaborative links among educators. But electronic forms of such work will also present teachers and administrators with new challenges whose outlines are only becoming dimly visible as larger numbers of educators begin to use these processes to strengthen their teaching and leadership practices.

Equity

The standard

Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

The rationale

Effective educators know and demonstrate appreciation for all their students. Through their attitudes and behaviors, they establish classroom learning environments that are emotionally and physically safe and they communicate high expectations for academic achievement and quality interpersonal relationships. Professional development related to these issues is particularly important when educators are assigned to levels other than those for which they were prepared (for instance, elementary and high school teachers or administrators assigned to middle-grades schools) and when they are teaching students whose backgrounds are significantly different from their own (for instance, white, middle-class teachers working in schools that primarily serve students of color and/or those from low-income homes).

Teachers' knowledge of their students is an essential ingredient of successful teaching. Staff development helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. It provides strategies for tapping the unique learning strengths of each student. In addition, it helps teachers to use knowledge of their students' interests and backgrounds to assist them in planning meaningful, relevant lessons.

For teachers to act on this knowledge of students, it is important that staff development equip them with ways of providing various types of instruction based on individual differences. Teachers learn to recognize learning strengths and preferences and how to differentiate learning activities within their classrooms. They also learn various ways to assess student progress based on individual differences.

Successful educators convey through various means the value and potential that is inherent in each

student. They demonstrate understanding, respect, and appreciation of students' cultures and life experiences through their lessons and daily interaction with students and their caregivers. High quality staff development provides educators with opportunities to understand their own attitudes regarding race, social class, and culture and how their attitudes affect their teaching practices and expectations for student learning and behavior. In addition, teachers learn about the cultural backgrounds of their students and to develop an appreciation of the benefits that diversity provides in their classrooms for both students' academic performance and interpersonal and social development.

Staff development equips all educators with the knowledge and skills to establish safe and orderly learning environments characterized by mutual respect in which academic learning and psycho/social development will occur. It enables teachers to develop classroom management skills that support positive interaction and nurture students' capacity for self-management. It assists teachers and administrators in creating schoolwide practices that convey respect for students, their families, and their cultural backgrounds. Such practices may include school investigations, curriculum units, and other activities that recognize the contributions and traditions of various cultures. These practices also demonstrate sensitivity to caregivers and their students whose primary language is not English and whose work, home life, or cultural traditions makes it difficult for them to interact with the school and teachers in ways most comfortable and familiar to North American educators.

Quality Teaching

The standard

Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

The rationale

Successful teachers have a deep understanding of the subjects they teach, use appropriate instructional methods, and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning regarding the subjects they teach, the strategies they use to teach those subjects, the findings of cognitive scientists regarding human learning, and the means by which they assess student progress in achieving high academic standards.

Teachers may acquire deeper understanding of their subjects through various means. For example, they may serve summer internships in appropriate organizations, attend extended institutes with follow-up activities throughout the school year, take traditional university or electronically delivered coursework, perform the activities of individuals involved in that field (for instance, conduct historical research), or participate in face-to-face or electronic subject-area networks. Whenever possible, however, it is important that teachers experience firsthand as learners the instructional approaches they in turn will be using with their own students. They may also attend workshops and courses with classroom follow up, participate in study groups, visit or watch videotapes of high performing classrooms, observe demonstration lessons, or receive classroom coaching. Because it is natural that teachers will teach as they themselves are taught, it is imperative that the instructional methods used with educators be congruent to the greatest extent

possible with those they are expected to use in their classroom.

Teachers depend on other knowledge and skills to facilitate student success. Examples of such additional content include classroom management, fundamental technological skills that increase teacher productivity, as well as mentoring and coaching skills for teacher leaders. Again, teachers must experience appropriate staff development designs to facilitate the desired outcome for students.

Because classroom assessment when appropriately conducted can improve student learning as well as gauge achievement, it is essential that teachers have a range of methods at their disposal that promote learning as well as measure it. Therefore, successful professional development efforts regularly include opportunities for teachers to acquire formative classroom assessment techniques appropriate to the subject matter and types of performance called for in state or local standards.

Fortunately, teachers' acquisition of this knowledge and these skills can occur relatively simultaneously. For instance, teachers may be learning new instructional approaches and assessment techniques while they are deepening their understanding of curriculum content. Teachers who are learning research-based instructional skills may find that their progress is limited by a lack of subject-area knowledge in a particular area and request an on-the-spot explanation of a particular concept. Teachers who are developing or learning how to use a scoring rubric for assessment purposes may at the same time be deepening their content knowledge.

In their role as instructional leaders, district and school administrators make teacher content knowledge and skills related to curriculum, instruction, and assessment high priorities. They do so by designing teachers' work days to include ongoing professional learning and collaboration and by providing teachers with data to assist with formative classroom assessment. In addition, they create a district and school culture of innovation and continuous improvement by visiting classrooms regularly to observe instruction and by engaging in frequent conversations with teachers individually and collectively about instruction and student learning.

Family involvement

The standard

Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

The rationale

At its best, the education of young people is a partnership between the school, the home, and the community. Effective partnerships, however, require leadership, a compelling purpose for their work, and a set of mutually agreed-upon goals. Educators who wish to strengthen the bonds among those individuals and organizations who contribute to the education and welfare of a community's youth must be knowledgeable about various ways in which families and community members can be involved meaningfully in the affairs of the school for the benefit of students.

Different types of partnerships require different sets of knowledge and skills. School and district-level administrators are responsible for forging a consensus on mission and goals and the underlying values and beliefs that support their work. They also must be able to engage the community in a way that sustains this collaborative work over a sufficient period of time to realize the intended improvements. Leaders who are successful at these tasks see consensus building with the broader school community as an important part of their work, are skillful in communicating in clear, direct language (both orally and in writing), and are effective in conducting meetings that balance task achievement and relationships. These leaders are both clear about their own values and beliefs and respectful of the values and beliefs of others. Such work requires a capacity to convey authentic interest in the perspectives of others, to listen deeply and honor others' points of view, and to identify areas of common interest.

Teachers who establish partnerships with the families or other caregivers of their students must understand the cultural backgrounds of their students and the unique challenges those families may be experiencing. Teachers must be able to communicate clearly and respectfully with family members and demonstrate a genuine interest in the welfare of the child and family. They must be skillful in conducting meetings with caregivers that create a sense of teamwork between the home and school as well as delineate appropriate and manageable ways for providing support for a student's learning at home. In addition, teachers must demonstrate sensitivity to ways in which caregivers may be most appropriately involved in schools as classroom volunteers or committee members.

Technology provides teachers and administrators with important tools for this work. While not applicable in all communities or with all families, some schools have strengthened their connections with families and the community by posting school news and homework assignments on school or district web sites and by easing communication with teachers by providing e-mail or voice mail access to families. Other schools are increasing the availability of computers to all students by working with community organizations such as libraries and churches. While Internet-based communication may seem like a pipe dream in schools where teachers still do not have ready access to telephones or copy machines, the availability of such technology is growing at an increasing rate and should be available to virtually all schools.

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